

BUSINESS EDUCATION WORLD

MARCH, 1960

**We Teach
Junior High Students
PERSONAL Typing**

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By "Office Hopping"**

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From High School Teaching
To College Teaching**

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What's Wrong with Budgeting?

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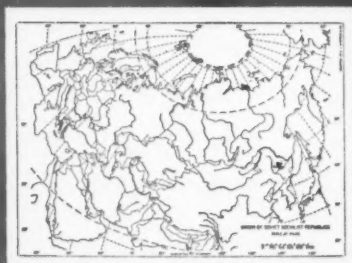
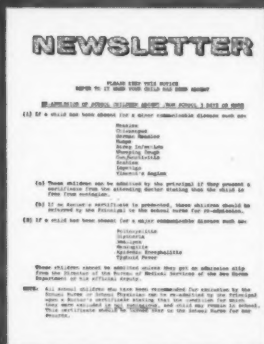
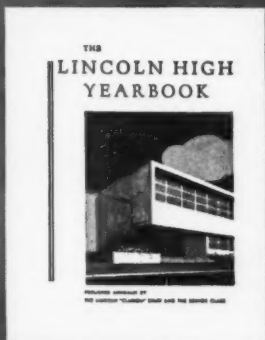
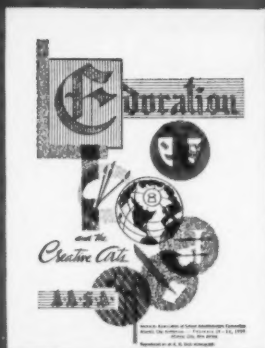
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Assistant Editor

RAYMOND HAMILTON

Copy Editor

SANDRA W. FRIEDMAN

Editorial Associates

ALAN C. LLOYD

ROY W. POE

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Contributing Editors

JANE F. WHITE

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HELEN H. GREEN

MARION WOOD

Production Manager

ELEANOR PERZ

Circulation Manager

FLORENCE E. ULRICH



Publisher

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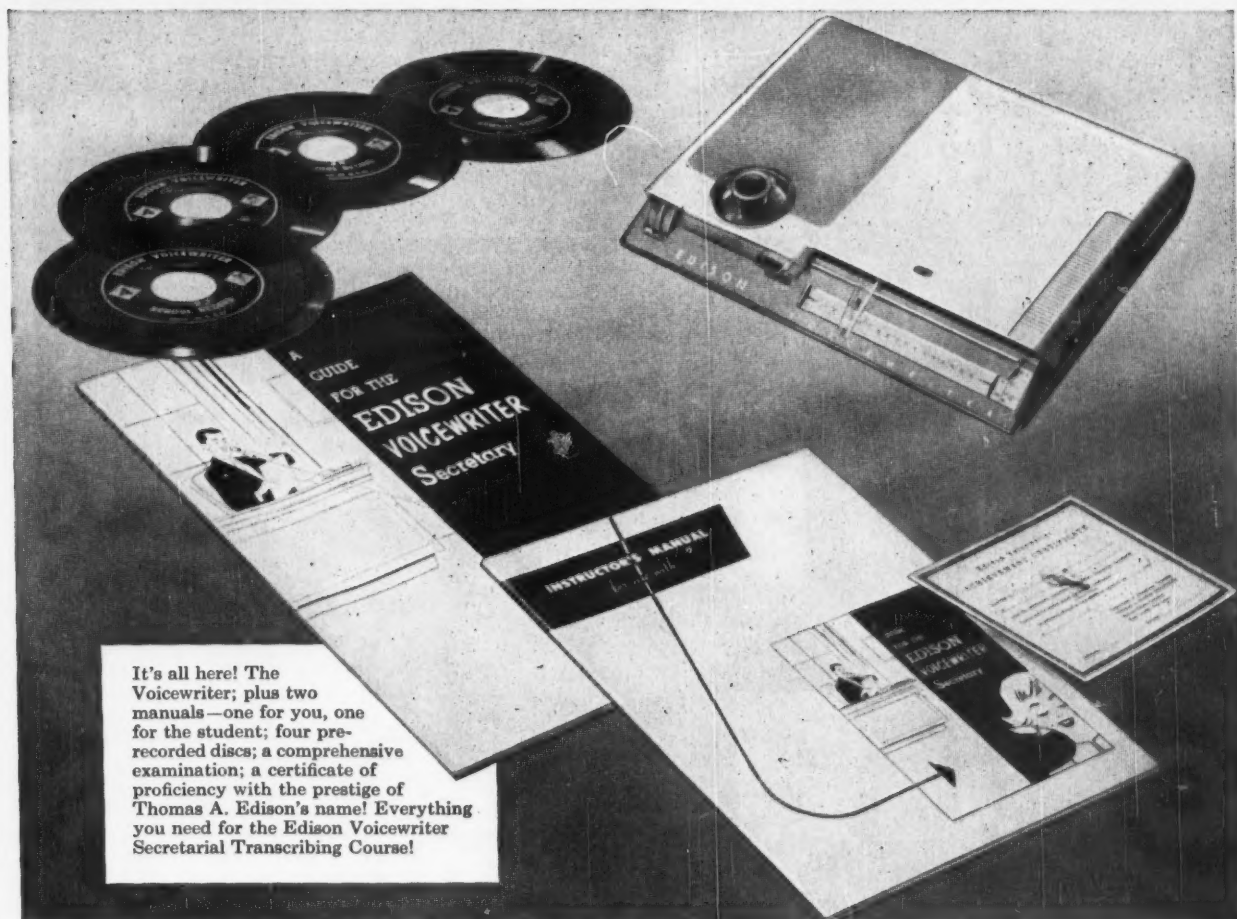
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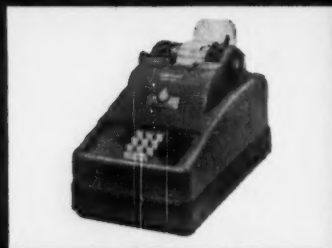
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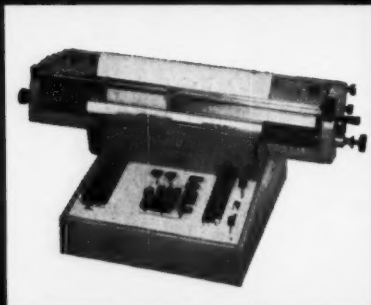
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Problem Clinic

"M.S.P." (see bottom of page) has asked us to relay her thanks to you readers—you've solved her problems. (We sent her carbon copies of your suggested solutions as soon as we received them.) How about *your* problem?

Send contributions to Problem Clinic, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 36, N. Y. (Please enclose a carbon copy of any solution you submit.) Our prizes: For the best *problem* submitted by May 1, \$10, and for the second best, \$5; for the best *solution* submitted by the same date, \$25, and for the second best, \$15.

Now grit your teeth and see what you can do with *this* one:

MY PROBLEM is a simple one. I have read with considerable interest several proposals for the future concerning business education on the high school level. One of the proposals recommends that we eliminate bookkeeping entirely as a skill subject; that we offer shorthand and typewriting for the future secretaries, and the remainder of the program be a straight liberal-arts one. All other business-education subjects would be eliminated.

I wonder how the teachers in the field would handle this one if it came up in their area.

WILLIAM M. POLISHOOK
Temple University
Philadelphia, Penna.

JANUARY PROBLEM

As a beginning teacher, I have two problems which may seem elementary to experienced teachers. Please help me with concrete suggestions.

(1) In the beginning typing class: Without a typewriter for demonstration purposes, how can I demonstrate technique—or what should I do to compensate for not demonstrating?

(2) In the beginning Gregg shorthand class: in presenting new theory to the class, I write the outlines on the board and have the students spell and read the words aloud. How does one spell words which contain word beginnings, word endings, or some special combination—such words, for instance, as *hard*, *twin*, *bother*, *expression*, *create*, *actual*, *logical*, *township*? I have improvised a method, but at times it seems awkward. What does one say for the parts of the words I have capitalized?

Thank you very much for any help you can give me.

M. S. P.

SUGGESTED SOLUTIONS

Dear M.S.P.:

I had the same problem as a beginning teacher, and I immediately went to work educating my administrator.

This resulted in a new demonstration stand.

However, education progresses slowly, and there were techniques to be taught. I would present a new technique while seated at a machine in the center of the room. The students who could not see would stand. When I felt the students were ready to try the new procedure, I observed carefully and demonstrated to any individual who had some fault, using his own machine and desk for the demonstration.

I found that this individual help gave the student confidence, and many times questions were asked or problems discussed that otherwise would have been lost due to timidity or the speed of normal class progress.

CHARLES WALEJKO
Brussels (Wis.) H. S.

Dear M.S.P.:

(1) With today's large typing classes, it is difficult for every student to see just what the instructor is demonstrating, and some veteran typing teachers who do have demonstration machines rarely use them. This need be no handicap. I would stress one thing at a time in a series of short writings. For example:

(Continued on next page)

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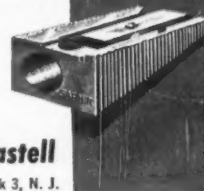
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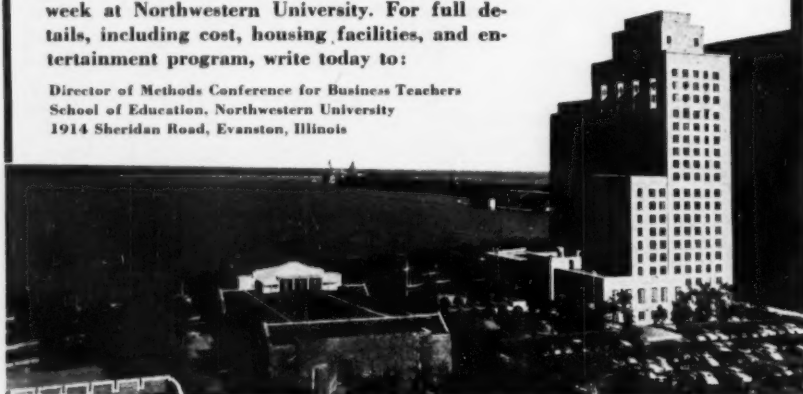
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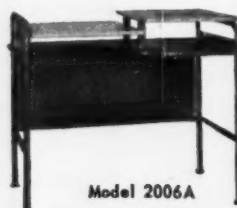
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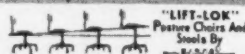
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Explain briefly and clearly what it is that you are emphasizing at the moment and have your students practice it several times in short writings, each time praising them for their accomplishment. I am sure you will like this method and will get good results.

(2) How to spell shorthand outlines bothers many of us at first, but you will find that as your particular preference for spelling becomes habitual with you, your classes will accept it as a matter of course, and it will seem completely natural and proper to you and to them. It doesn't really matter what you decide to call a particular combination. If you are fluent and consistent, they will be too.

In answer to your particular questions: We always pronounce the -rd blend *ard*. Hard, of course, is *h-a-ard*; heard, *h-e-ard*. Twin is *t-oo-e-n*. Bother we spell *b-o-ith*, but if someone should say *b-o-ther* I would be just as pleased. Expression, *ex-p-r-e-shun*. Create, *k-r-e-a-t*. (We follow the longhand spelling for this combination. Piano would be *p-i-a-n-o*.) Actual, *a-k-t-l*. Logical, *l-o-j-ical*. Township, *t-n-ship*.

If your spelling isn't exactly like this, I'm sure it doesn't make a bit of difference. Whatever seems easy and natural to you will soon become so to your students.

KATHLEEN E. WYMAN
Wilson High School
Portland, Ore.

Dear M.S.P.:

(1) Without a demonstration typewriter, a teacher can very well use one of the students'. Actually, if the class is large, a teacher at the head of the room, even with an adjustable pedestal that obligingly swings around at will, is not making technical procedures so clear as she thinks she is. If the class is small, there is even less need for the pedestal and typewriter.

It would be well to give general instructions about uncovering the machine, proper posture, etc., to the class as a whole. Then demonstrate carriage return, margin release (or any other parts that occur in the lesson at hand) to the first student in each row, with others looking on in groups of not more than three. Then ask each student who has received instruction from the teacher to go down the aisle instructing the rest.

Or, a chain might be set up, student A instructing B, B instructing C, and so on.

(2) As for the teacher's spelling of shorthand outlines, I've found this device has worked for years:

Say *ith* for -ther; *r raised* for rd; *separated left s* for ings; *separated small circle* for incl and so on. Pronounce the word itself either before or after the analysis. This could be done as often as a word exemplifying the new principle is put on the board in a preview of the lesson. As the instructor is writing on the board she says, "facility, *f-a-s* separated *l* for lity." The repetition serves to teach the principle. Then the students themselves should be urged (at least while learning the theory) to analyze the outline, either in concert or individually. Of course, this analysis is dropped when speed in reading and writing are desired; but it may be used again if some difficulty is encountered. For example, if the student hesitates over the reading of a word in context, it would be more helpful for the instructor to say, "*ish* for ship, *ish-a-p*" than to tell him right away, "shipshape."

Sr. M. MARGUERITE, R.S.M.
Mount St. Agnes College
Baltimore, Md.

Dear M.S.P.:

In all probability you are doing just fine; but, as a beginner, you have not had sufficient opportunity to see the outcome of your teaching and, therefore, need to be reassured.

(1) In your teaching of typing it is favorable to demonstrate. The students learn better by seeing. You probably have already noticed how easily they can misinterpret directions. Although advantageous, it is not necessary to have a special typewriter for demonstration. I use a machine freed by an absentee or borrow a student's typewriter. Even if I had a demonstration typewriter, with five different makes in my class, it would be necessary to take one of the students' machines to demonstrate such techniques as setting margins, clearing the tab rack, and changing ribbons. They watch me do and then do with me. Meanwhile, the student whose machine I borrowed watches with another. Then, while all try on their own, the student's typewriter is returned and she is given a few minutes' attention to check if she has understood.

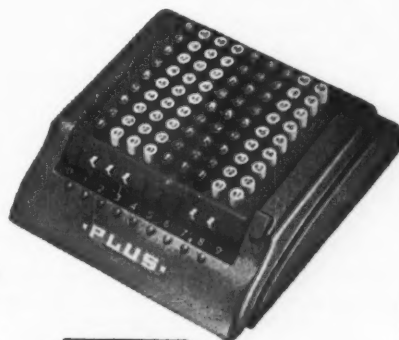
Other teacher illustrations, including such things as the carriage return, good stroking, the correct handling of paper, erasing, tabulating, chain feeding, and setting the pace for typing drills are worked out the

2



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same way. I set the pace and allow them to carry on. Usually we have a few good students who help us with this. Their regular touch sets the tempo, and the others are drawn in line by the regular clicking of their keys. (Perhaps we could give them a hard backing sheet made of a piece of file folder so that the stroking sound would be amplified.)

Of course, if we demonstrate, a demonstration stand is essential. Before I had one, I used a box-like elevation that I placed on my desk or on the typing table. This is very easy to get and raises the machine high enough for everyone to see. Now I have a homemade stand. You might find someone to make one for you in your school workshop or at a trade school. We have taken the base of an old swivel chair, inserted a piece of pipe in the center for elevation, a second, narrower, piece of pipe is inserted inside the first to allow for raising or lowering, and a knob is attached to lock it in place. The platform is made of plywood with a ridge around to hold the machine in place.

I have read that a professional demonstrator, visiting a classroom with no stand, has used a straight chair on the teacher's desk and placed the machine on the seat of the chair.

With a few minutes of demonstration to show the entire process (how it is done) or to set the pace, followed by a tryout period during which you work with individual students and perhaps demonstrate again for a group or sometimes even for the entire class, you could arrive at a satisfactory result.

I might add that the class would profit by the demonstration of an expert typist such as you can give them by showing the film, "Better Typing—At Your Fingertips," which you can get through your local Smith-Corona dealer. (I mention this one because I presume that training films or filmstrips may not be available to you.)

(2) In stenography I find my students understand if, for example, I write "-ulate" on the board and say, "We have several words in English that belong to the -ulate family. Can you name some? Good. We are given a shortcut for -ulate. We express it by disjoining an oo." (Write the shorthand next to the longhand on the board.) "Let's take formulate, for example. We already know that for is expressed by f." Write while you spell, "for-m-ulate, formulate." Then the class spells and pronounces the word at least three times while I tap the board under the symbol. As I place other examples on the board,

they spell and pronounce the word. I come back to them at random, pointing to guide the repetitive, concerted reading of the class as directed in our teacher's handbook.

For **hard** I call their attention to the fact that the end of the *r* in shorthand usually stops level with the beginning, therefore, when I raise the end slightly, I am adding a *d*. To pronounce this we say *ard*. Then I say as I write on the board *h-a-ard*.

twin. When *w* occurs in the body of a word, it is represented by a short dash under the vowel that follows. Therefore, when you see the dash under a vowel, you know there is a *w* inserted before the vowel. Since I can write the dash only after the word is completed, I write the outline and then spell *t-oo-e-n*, twin. Sometimes I have said *w* and other times *oo*. I have seen no difference in result. Whenever I say *oo*, however, I remind them that in shorthand we write according to sound, and the *w* has the sound of *oo*. The latter is the way suggested by the authors.

BOTHER. The word ending *-ther* is represented by *ith*. Say *b-o-ther* as you write it. Word beginnings and word endings are written as a unit.

expression. Many words begin with *ex-*. In shorthand this is written simply *es*. As you write, say *ex-p-r-e-tion*.

CREATE. Whenever we need a sound like *ea*, spell it as it sounds, *k-r-ea-t*, create. (This outline, like the *w* in the body of a word, has to be completed before spelling.)

ACTUAL. The word ending *-ual* is represented by the *l* at the end of a word: *a-k-t-ual*, actual. (The text gives two endings, *-ual* represented by *l*, and *-tual* by *tl*. I prefer to teach only *-ual* and spell the *t*.)

LOGICAL. The word ending *-cal* is represented by a disjoined *k*; *l-o-f-cal*, logical.

TOWNSHIP. The word ending *-ship* is represented by a disjoined *ish*. As I write on the board, I say *t-ow* omitted before *n-ish* disjoined for ship, township. Then I follow immediately with *t-n-ship* and the students repeat this as I point to the outline again and again.

I do hope my suggestions are concrete and that I have been helpful. It would be so much easier to demonstrate. However, with experience, you'll take on some tricks. A great deal depends on the reaction of the group. If they don't grasp it that way, you must use other methods. The authors say that any method of spelling the shorthand outlines that seems easy and natural to the learner

(Continued on page 49)

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Use Business Law To Improve Students' Vocabulary

*All relevant words, not just law terms,
can be used to build vocabulary*

JOHN BROPHY

Plainview (N.Y.) High School

AN EFFECTIVE antidote to the continuing complaints of businessmen that our business graduates cannot spell and have limited command of words is emphasis on vocabulary building. The business law teacher is in a key position to lead the attack on this problem because law is (1) one of the very few "reading" courses in the business curriculum and (2) the terminal course of the socio-business subjects (which means that the students, being juniors and seniors, are more receptive to vocabulary-building activities than younger students would be).

Perhaps I should make clear that by "vocabulary building" I refer to the teaching of the spelling, pronunciation, and meaning of *all* difficult words encountered in the study of business law—not only law terms, but all relevant words in the textbook and in newspaper clippings, playlets, films, or any other supplementary materials used. I shall list methods of implementing this technique most effectively to accomplish the vital objective of improved command of words.

Select the Right Textbook

First of all, the selection of the business law text is important in vocabulary building. Since all modern texts de-emphasize highly technical law terms, the choice should be based on (1) reading level of text material and (2) end-of-chapter vocabulary listings. Other features of the text being equal in teaching quality, the book with the higher reading level is the better choice. Too low a reading level does not challenge even the average student. The better textbook compels students to consult

dictionaries and, with the encouragement of the dynamic law teacher, to utilize these reference works in the completion of daily assignments. The end-of-chapter vocabulary lists point up the necessity of understanding the terms before principles and concepts can be mastered, as well as providing convenient assignment material for the instructor.

There are three steps in formal vocabulary development: introduction, delineation, and implementation. I shall list specific methods of developing each step.

Introduction. Although the diehard assignment-previewing instructor may frown on this, I have found it effective simply to assign a list of vocabulary words from new text material without any preview, instructing the students to write the term and a short definition. In ascertaining the meanings of the assigned terms, they must refer to the chapter, read the explanation, and thereby absorb some of the new chapter material. They are instructed to consult a dictionary for the definition of any term not clearly explained in the text. At other times, I have previewed the vocabulary lists by polling the class for their versions of the meanings of the terms. Whichever method I use, when the class meets again, part of the period is devoted to delineation of the terms.

Delineation. This is accomplished most effectively by calling on several members of the class for their versions of the definitions and, with the help of the other students, arriving at the specific definition most meaningful in the study of law. By employing this method, the law instructor

(Continued on next page)

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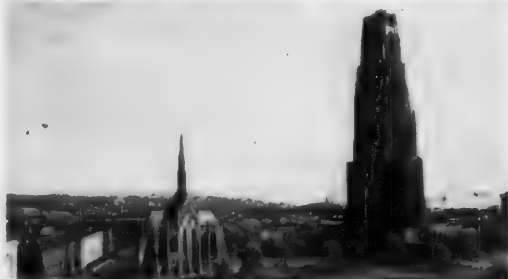
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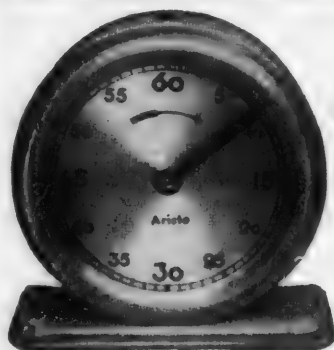
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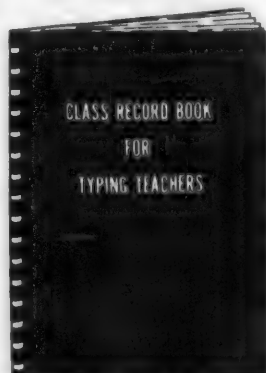
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tor is emphasizing that terms may have several meanings, stressing correct pronunciation, encouraging the class members to ascertain and contribute a definition, and delineating the term for class use in the future. As a final step in this delineation, the students should record the term in a notebook, indicating syllabication and pronunciation symbols as well as the definition. It is in this delineation step in vocabulary development that the instructor may most readily explain the term and the related law principle at the same time, for by making the student word-conscious you may very often make him idea-conscious.

Implementation. Vocabulary development is implemented, of course, by usage—in statements of the principles of law, in class discussions, in encouraging students to introduce the newly learned words into other courses and into their everyday language, in encouraging them to make class reports on their observation of these terms on television, in newspapers, and so forth. Continual review of the terms is vital to effective implementation. One effective device for keeping the terms continually before the class is a semi-monthly oral spelling-bee type of contest. I pit the boys against the girls, with members of each group alternating in attempts to pronounce, spell, and define the term given by the instructor. An interval of thirty seconds is allowed for the completion of the definition, and one point is scored for contribution of the correct answer. Class members time the contestants and score the answers; also, they keep a cumulative score of contest winners. With the natural rivalry of the two groups adding interest to the class, each of our contests has been lively and spirited. Occasionally I give a written test on vocabulary; the results have been gratifying. Of course, this is only one method of implementing and reviewing vocabulary. What is important is that the class members are made conscious of spelling, pronunciation, and definition.

I do not claim that the semantic approach to teaching business law is a panacea for all poor English usage. I do know, however, that it is an effective and surprisingly versatile approach and that it has improved my own students' command of words. It may well help your students, too.

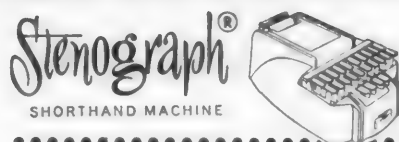


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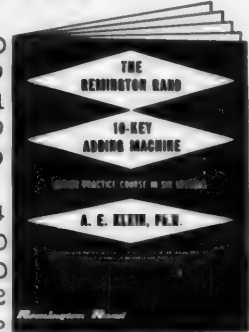
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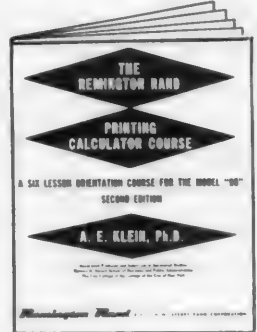
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LLOYD M. TABLETT

Whittier Junior High School
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PERSONAL TYPING was introduced at the ninth-grade level in Sioux Falls, South Dakota, as a one-year elective course when the city's four junior high schools were inaugurated in September, 1956. Whittier Junior High School, which enrolls over 700 students, has a continuing demand for this course.

During the 1956-57 school year, 118 students completed the course

at Whittier. The next year, the number rose to 142. The 1958-59 classes confirmed the upward trend—there were 181 enrollees. For the current year, our enrollment dropped to 163 students. The decrease at Whittier can be attributed to redistricting of the community in order to accommodate a heavy influx of seventh- and eighth-graders. However, looking at enrollments on a city-wide basis, a total of 529 students in the four junior high schools have elected ninth-grade personal typing this year. Also, the increased lower-grade en-

rollments indicate a future demand for the course.

Data were compiled for each class during the first two years. The objective was to determine the rate of progress to be expected from thirteen- and fourteen-year-old students and to discover a method by which typing could be presented to achieve maximum results. After the fourth week of school, timings were given weekly and the rates were used to assemble an average typing curve that shows the pattern of typing speed achieved by Whittier's ninth-



TOP TEN: The top ten boys and top ten girls in typing are given special recognition each month. Here, winners Joan Byllesby (who consistently types over 50 wam) and Cliff Johnson (who regularly types in the upper 50's) are shown with the author.

JUNIOR HIGH TYPING

(continued)

graders. Each six-week period has a unit of work designed to meet the expected skill level. Five-minute timings represent three-fourths of the curve shown.

The first class (1956-57) followed the recommended procedure of the typing manual. The 1957-58 class followed the same recommended typing drills; however, we adapted the lessons to teacher goals and student ability, and emphasized the immediate personal benefits of typing rather than its importance as a tool for employment. We gave the class of 1958-59 unit projects within each of the six-week periods. We permitted the students in this class to use the typewriters during study periods when typing instruction was not

being given and practice was advisable. Beginning with the class of 1957-58, we put great stress on bulletin boards; we improved them the next year by using colored paper. At that time, we also initiated competitive projects and maintained a classroom atmosphere of recognition for quality work. The results of the emphasis on different techniques can be seen on the graph.

We found that emphasizing accuracy by setting word penalties for errors seemed to cause ninth-graders to watch their machines and fingers. They became very restless during the timings and lost confidence in their keyboard mastery. We decided to abandon penalties for errors during most of the course; how-

ever, we imposed a penalty of ten words for each error during the last month. By then, these young students had developed a good rate of speed, the habit of keeping their eyes on the text, and finger dexterity.

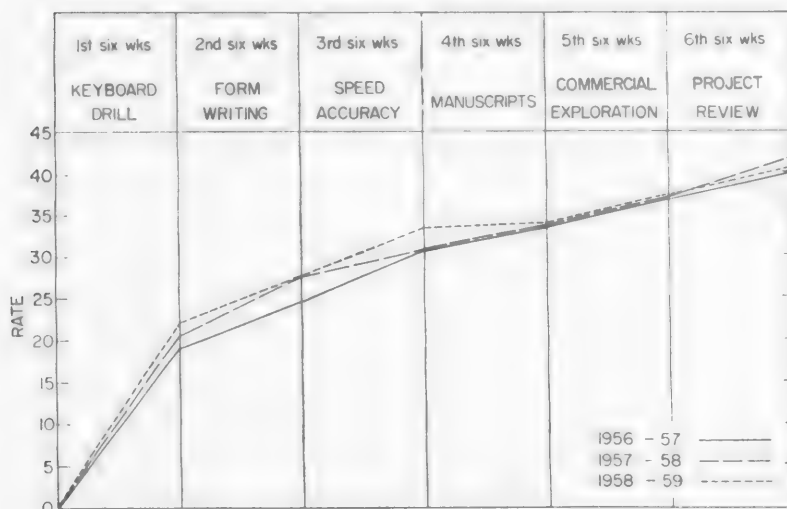
In our classes, the number of errors in five-minute timings usually runs from zero to twenty-two. Various projects are planned throughout the year to stress the importance and rewards of accuracy, but they are not used as a whip to cause tension. A teacher must be tactful in this approach or the thirteen- and fourteen-year-olds will keep their eyes on the keyboard, become restless, daydream, and lack interest in rote drill.

We do not permit erasures, and we penalize for strikeouts (in order to maximize the number of strokes typed early in the course; during the last month, this restriction is lifted for special projects).

Since there is no homework in our typing course, it is important that, weeks in advance, the teacher set a goal of words a minute to be achieved. This serves to guide student progress and indicates where additional practice is called for. I selected 30 wam on five-minute timings for the first-semester goal and 42 wam for the second semester.

The range of student typing speeds (on five-minute timings) at the end of the nine-month period was 15 to 65 wam by the class of 1956-57, and 22 to 67 wam by the succeeding class. Finger dexterity, reading ability, and student application af-

AVERAGE PROGRESS RATE CURVE (NINTH GRADE)



fecting individual progress. It is my opinion that the first six weeks of keyboard drill should be covered very slowly in order to take these individual differences into account and to compensate for absences, late registrations, schedule changes, and so forth. In the early weeks, the student's confidence in his ability to master the machine is of prime importance.

Ninth-grade students need continual motivation to maintain an interest in personal typing and an educational standard of achievement. Because, at their age, they fail to recognize that typing can be a tool for earning an income in the future, the course must be planned so that they can see immediate benefits (using the term broadly enough to include benefits to be realized during their remaining years of school). Instruction in typing letters, book reports, term papers, manuscripts, tables, in rules and techniques, and exploration of business forms can create interest and improve individual performance.

Our text, incidentally, is *Gregg Typing, New Series*, by John L. Rowe and Alan C. Lloyd; we have

PROGRESS REPORT: Display of daily typing papers affords students a visual perspective on form, style, and placement. Susan Shakstad and Wayne Tschudy (right) both exceeded 45 wpm at the end of one semester.

NOTEBOOK DISPLAY (below): Each student organizes his work in a notebook, many of which are displayed. Mary Jensen, Mary Anderson, and Dale Runge look over one display. These notebooks aid in counseling and in parent-teacher relations.

adapted it to the teaching goals and techniques we desired. I might also mention that we use a lettered keyboard.

Projects

Here are the projects that we employ to create interest and motivation in ninth-grade personal typing:

"TOP TEN" SELECTION. Junior-high students want recognition. We give it to them by having monthly "Top Ten" selections of typists who have shown merit in speed, accuracy, and neatness. Students are challenged to qualify for this special group, and we find that they compete strongly to do so, regardless of their I.Q.'s. The school paper and bulletin board give the group additional recognition.

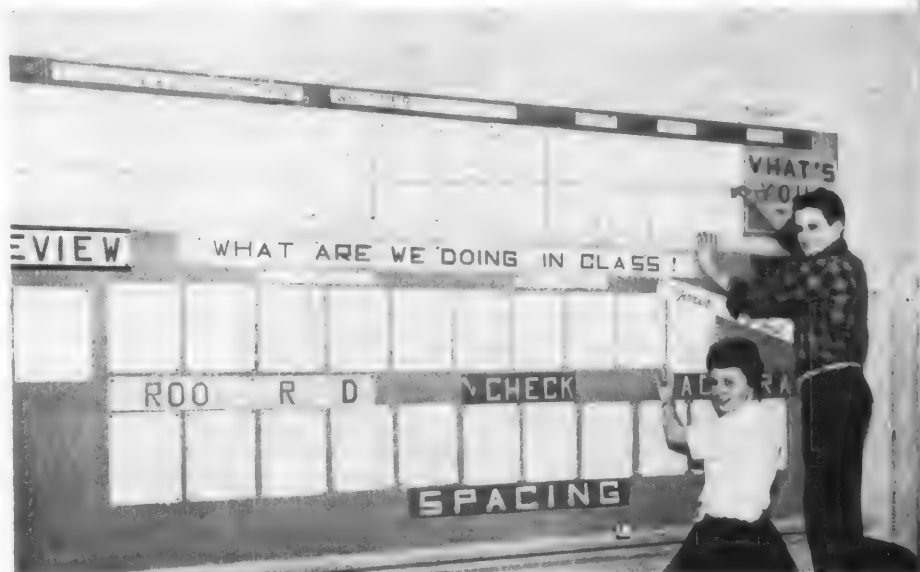
CHRISTMAS TREE. A seasonal climax for the unit on speed-accuracy typing is the Christmas tree recognition. I employ colored paper cutouts

resembling bulbs. To qualify, a student must make no more than five errors. In the speed phase, 25 wpm merits a blue bulb with the student's name, 30 wpm rates red, and so forth. A colorful background setting can add to the competition.

CLASS RATE CURVE. Each week, a class rate curve indicates to the student his rank among his classmates or students in other typing classes. A competitive atmosphere prevails as students compare their speed rates and maintain their own graphs in their notebooks. It also affords the teacher a weekly check of class progress.

BULLETIN BOARD DISPLAYS. Displays give a message of importance and reflect the quality of work submitted. Students want their work displayed and enjoy making comparisons. Frequent changes make possible a wide distribution of honors.

(Continued on page 45)



MAKE SALES DEMONSTRATIONS EFFECTIVE

KARL RUTKOWSKI

Peirce School of Business Administration
Philadelphia, Pa.

SALES DEMONSTRATIONS often present a problem to the instructor. The learning resulting from this effective technique, however, cannot be overlooked. The major questions facing the instructor are how to inject enthusiasm and how to gain realism. If you try this method, I am sure you will find that sales demonstrations will become the meaningful, effective teaching device they should be.

Before any students present demonstrations, brief them on the value of what they are going to do. Show that preliminary product research in a line that interests them can have tremendous importance in laying the groundwork for an actual sales position. Explain that the most important thing during the following weeks will not be their own demonstration, but rather their reactions to fellow students' demonstrations. Point out that by observing good and bad sales procedure, and learning to analyze both, they will become better salesmen.

This orientation period is very important to you as a teacher, since without it there is a great temptation on the part of students to lose interest once their demonstration is out of the way, or after viewing a few poor ones.

Add realism by adopting a definite method of selection of customers. Each student will, during the course of the demonstrations, be both a cus-

tomer and a salesman. Selecting the names from a hat adds a great deal of interest and is a very equitable method. The customer is selected several weeks before the demonstration and must acquaint himself with the product as thoroughly as the salesman does. The salesman is also required to present an outline of his proposed demonstration to the instructor one week prior to sales. This outline is mimeographed, and copies are distributed to other members of the class.

All of this advance preparation is done for a very definite purpose. It puts the salesman on the spot and develops a definite amount of sales fright. It gives him a taste of the same fright he will encounter on his first selling assignment.

Pages of sales literature have been written about visual aids. My only comment on this is that you should not permit a sales demonstration to go on without proper visualization. If the product is tangible, the item itself can be used. If it is intangible, charts, folders, and whatever would be incorporated in an actual sales situation are used. Everything from a brief case to the order form should be considered standard as selling props. An added point: have the salesman dress the part. Insist on attire that would be appropriate for the selling occasion.

Where do we hold these demonstrations? If possible, take them out

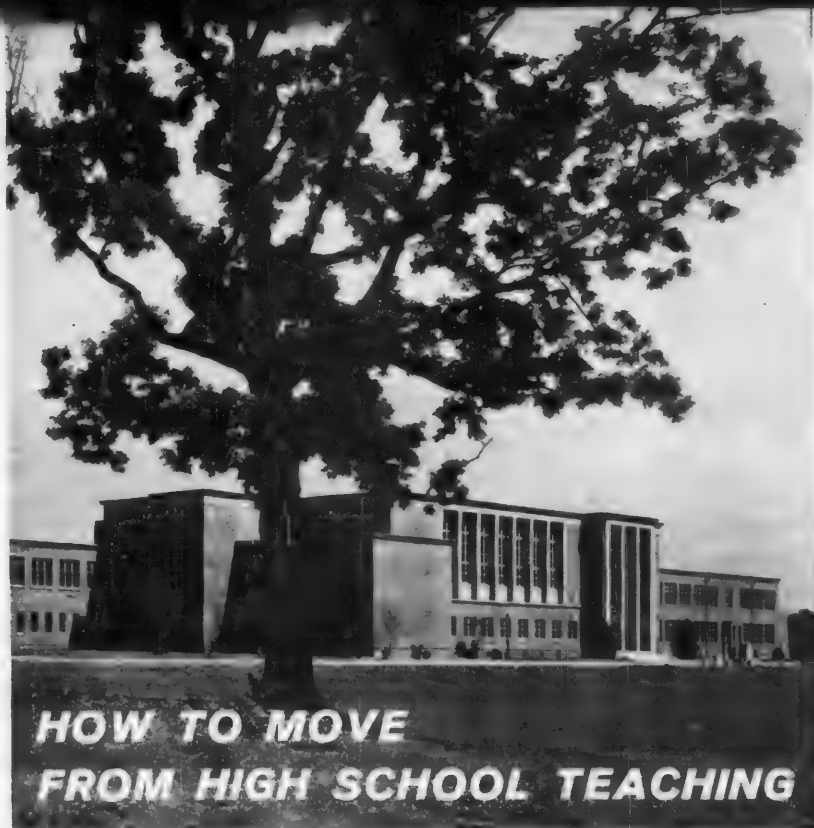
of the regular instructional room. Going to another room or to the school auditorium can double the effectiveness of a presentation. Have students close enough to the demonstration, preferably circling it, so that it comes through effectively.

Don't try to have too many sales demonstrations in any one class period. One demonstration with class critique and instructor follow-up is sufficient. You can add interest to a demonstration by calling on students at random to take the salesman's place and show how they would have met an objection or attempted a close.

As to numbers of demonstrations, a student doesn't have to make a half dozen demonstrations during a term for this to be an effective training method. Two well-planned, effective demonstrations should be the limit. All demonstrations and no lectures can make for a dull class.

I still feel that inspiration in a classroom is not an old-fashioned idea. A man who attempts to teach salesmanship should have the confidence of his teaching convictions. Your sales demonstration, complete with customer, outline, and class critique, is a must for any orientation program.

Firm grading, class recognition for student accomplishment, and your example will be the final factors that will spell success for this sales demonstration program.



E. C. Glass High School, Lynchburg, Va.

*If you want to make a change
but don't know how to do it,
here are some valuable hints*

Merrill Hall, Kent State University, Kent, Ohio

WALTER L. BLACKLEDGE
ETHEL HALE

Southern Illinois University, Alton

SOON AFTER THE appearance in the November, 1959, issue of *BUSINESS EDUCATION WORLD*, of "Is College Teaching the Career for You?" the author began receiving letters asking pertinent questions about methods of becoming employed as a college professor. The inquiries were answered by letter, but the volume of requests soon made it obvious that an article devoted to the subject was the best method of replying.

Actually, the methods described here for obtaining a college position are in many instances the same ones that a high school teacher might use in acquiring a more desirable position on the high school level. The individual might wish to relocate, either nationally or locally; he might wish to advance intellectually; or he might be motivated by the mundane consideration of salary.

We realize that seeking another position requires extra effort on the part of a busy teacher; but advancement always entails work. We realize also that each teacher has his own reasons for seeking college or



university employment and that no one method will fit everyone. Therefore, we have made several different suggestions, hoping to open a wide choice of action. The teacher who takes advantage of all methods and techniques available stands the best chance of obtaining the position he wants in the desired location and at the best possible salary.

One of the first approaches that will probably occur to you as a prospective applicant is to inquire at the college or university where you received your undergraduate degree. This is an excellent beginning. The same method is applicable in the case of an institution where you have taken advanced courses or obtained advanced degrees. All well-known colleges and universities have a placement office or offices that are always open to their graduates.

You would do well to inquire as to how many different placement offices exist at the college or university in question. As an example, in the area of business education, it might be advisable to check with the education division, the school of business, and the general placement office, in some cases filing your application in all three offices. You should let the placement office know what your objective is, what types of vacancies you are interested in, what salary you seek, and what rank you desire. Many applicants find very desirable placements by listing their actual salary and rank rather than by basing their requirements on an inflated "dream" situation that may rule them out of many good leads toward a higher goal. Often institutions will, in order to obtain more desirable candidates, grant increases in salary and rank over their original announcement—after they find that a candidate's qualifications are particularly outstanding.

The forms that you will fill out will include information concerning your vital statistics, your education, your experience both in teaching and in other endeavors, references, and whatever other data are necessary. This avenue of making your wants known is probably one of the simplest and most common ways of "throwing your hat into the ring."

By becoming more familiar with one or more of the instructional staff at an institution, you have opened another channel of pursuit. Often the head of each department will be

requested by many institutions to pass along names of individuals who he feels would make desirable college teachers. Thus the dean of the school, the head of the department, or even a staff member of the department may provide an excellent route to college teaching. If the head of the department at your particular school has no opening, he may pass your name along to an acquaintance in the same field. The authors know of one applicant who received five job offers through such a maneuver.

Another avenue is to write directly to the head of the department of the university or college at which you wish to teach. This puts him on notice that you are interested in teaching at his institution, and you are also setting your qualifications before him for consideration. It is highly recommended that you obtain the name of the department head and any other pertinent information about the institution. This will aid you a great deal, whether you present yourself in person or in writing to the department head as a possible member of his staff. Many applicants overlook the fact that a good deal of information can be gleaned from the catalog of the institution. By studying its courses, the backgrounds of the people in your particular field, and the places where they obtained their various degrees, you become acquainted with facts that set the tone of the institution itself.

Business Teachers: Note

An extremely important point in the field of business education is the absolute necessity of submitting a complete, accurately typewritten, and well-organized personal data sheet, accompanied by a letter with similar characteristics. We would suggest that you put this on good bond paper and follow the prescribed procedure endorsed by any good textbook in the field of business writing. Any applicant for a college position is submitting himself on paper to the individual doing the hiring. He will be judged first on the basis of the appearance of his letter and data sheet; only later—if he passes the first qualifying round—will he be rated on other counts. It is easy to see why the head of a business-education department would be reluctant to hire an applicant

whose communications were full of strikeouts or smudged erasures.

In our experience of college teaching, we have encountered many examples of the importance of a presentable data sheet. One of us once knew a professor of high standing in the field of business education who automatically rejected any applicant who submitted a duplicated data sheet. Possibly such an attitude is a little harsh; but this department head felt that, since any applicant who was accepted would be teaching good job-application procedures to his students, he should practice what he intended to teach.

The authors have helped to select candidates for various positions both in industry and in the field of teaching, as well as in the field of business education in particular. Try putting yourself in the position of choosing among applicants for positions in your field. Your first basis for choice must be the data sheets and letters submitted to you. You may have one or more positions to be filled from a large list of applicants. In all likelihood, some of these people will not be qualified, so it is up to you to narrow the choice.

(Keep in mind that the school is interested in hiring the best possible instructor within its salary structure. Remember that when a candidate is chosen for consideration, he will usually be flown in at the institution's expense—often from hundreds or thousands of miles away—for a personal interview to determine whether he is suited to the position and the position suited to him. If an applicant falls short in some way, he leaves in an unhappy frame of mind, and the institution is out its expense money—and is still without an instructor.)

One might assume that 75 per cent of the candidates who have applied have the minimum education and experience. The person doing the hiring will then move on to obtaining references, checking publications, or checking other desired qualifications, depending on what requirements the institution has in mind. The next qualifying process will take the form of a close examination of data sheets and letters submitted. Here the choosing of applicants is sometimes narrowed by the appearance and general quality of the letter or application. The busi-

(Continued on page 42)

BUSINESS TEACHERS: Does teaching take all your time, or do you have long vacations that give you a chance to earn some extra cash—and learn more about your job, too? Or do you teach only three days a week, as I did? In any case, have you considered working part-time in modern offices—not one office, but many? Wouldn't that do something for your teaching technique?

I must confess that I was shy about taking typing tests and working again. Oh, yes, I'd advised hundreds of students on just the right way to apply for a job—along with the suggestion that they always have a nourishing meal before taking a typing test. But here I was, right at the door of the agency that sent out temporary secretarial employees—and I had been so busy doing errands that I hadn't taken time for lunch. Unless I popped in now on the spur of the moment, I probably wouldn't have nerve enough to come again. (Teacher's dignity, you know.)

Well, it turned out that I passed the typing test easily at over 80 words a minute, and my shorthand surprised them—and me, too. (They would have passed me at much lower rates in both departments.) I was ready to go on my work-tour of modern offices.

My first stop was a law office. It was delightful to find that my Gregg shorthand worked better than ever after all the years of teaching it. It just flowed along like "Ol' Man River" and stood by me just the way I had told my students it would; I could read it back every time. How pleased the lawyer was who kept wondering why I didn't hesitate. The new typewriters were wonderful, too—they fitted my fingers so perfectly. I didn't mind at all that the young lawyer in one office kept his radio on, filling the air with music. All this, added to my feeling that perhaps I still looked fairly young, too—with my new makeup technique, learned at a charm school, and my new hand-woven skirt and blue blouse—made my first temporary job quite a success.

I drew another law office as my next assignment. This one had muted green telephones to match the gentle green carpeting, curtains with red bars and green trees against blue sky, and elephants of ivory on a piece of jade. I had told my students about such pleasant offices, but I



I had to pop in now . . . I wouldn't have nerve enough to come again

I learned a lot by "office hopping"

*By working part-time in various offices,
I collected a lot of up-to-date information
that I could carry back to school*

MARY MCGOWAN SLAPPEY

hadn't worked in one for a long time.

The young lawyers were pleasant, too, as they searched for words that wouldn't make the judge too angry. The older lawyer, who dictated a rough draft so fluently just before catching a plane to Florida, was the ideal type; he told you just what he wanted and put you at ease. After I had been in this office for twenty minutes, I felt that I had been there for twenty years. (Too bad, though, that they didn't have yellow paper for rough drafts. The sheets go so quickly, triple-spaced on legal paper.)

I had to be able to spell *involvement*, *invidious*, *apropos*, *en route*. I mustn't write *cause* to look like

consider, or confuse *program* with *progress*. A shorthand dictionary really turned out to be helpful—and I reminded myself to send for some spelling lists for students interested in this type of work.

Working was easier than it had been when I was nineteen. These electric typewriters are a real boon to one who is not so young and might tire more easily. But you need a sweater for some of the iceberg air conditioning, and you have to step lively if the elevator doesn't have an electric eye.

On my next job, I worked for international engineers in a bank-vault atmosphere. I had a perfect boss. He let me go out and buy a beautiful lamp for the secretary's desk, and he

trusted me from the first day—even to letting me write a letter to his son from Santa Claus. His hardboiled associate wasn't so trusting, though. He had his jolly moments, but his normal method of operation was never to mention any job perfectly done, but always to point out any minor matter that he would have preferred to see done in a slightly different way.



Beware of iceberg air conditioning

Correspondence to South America flowed along in my notebook. Some Spanish words have an accent over the *a*—and here it was on the typewriter, right above the colon. And here was an *n* with a tilde over it, along with the regular *n*. (Memo to myself: Teach students more about typing on foreign typewriters; try to have such a machine in the classroom.)

What was this? A dozen checks had to be typed, and they didn't have the payee's name first, as on personal checks. I had to type the date first, then the amount—then, down below, for mailing in a window envelope, the name and address of the payee. Tricky, these checks. No matter how big or little the amount, they must be typed perfectly, because you can't erase on this check paper. If you make even the slightest error, you type VOID on the check and return it to the boss. You don't throw it away, because they're all numbered. Better type these slowly.

The stationery for this office was a bit of a problem, too. There were four types, because there were two companies involved, and each of them used different stationery for regular mail and for airmail. And I had to remember the purpose of the

blue file copy, the salmon-colored chronological (monthly folder) copy, the yellow copy, and the white copy.

Finally all the firm's work was finished. One of my bosses prepared to go to the country; the other, who had been president of one of the biggest companies in America before he went into this import-export work, was free to go fishing. What would happen to me now?

Once they're convinced that you're capable, these agencies for temporary work will keep you as busy as you like. Yes, I could now tell a class and mean it: "The typewriter is like an Aladdin's lamp—with it, you can turn energy into knowledge plus solid cash!"

My next assignment was another legal job, but not in rough draft this time. It was an argument that had to be filed the next day, and no mistakes were allowed. (Don't, of course, scare students with details of perfect typing, but try letting them go more slowly on typing final legal papers in order to meet perfection standards. Speed typing isn't everything. Advanced students, especially, should have some office-practice typing so they won't feel lost when they encounter problems of the right paper, the right number of copies, the right spacing.)

My next stop was an editorial office where time was of the essence. On this job, I could "x" through mistakes on drafts, but on justified copy I was allowed no mistakes at all. The editor had a high-powered brain, a heart of gold, a charm and wit that crackled like a chestnut log fire, and a contempt for mediocrity. A job like this was a crackerjack challenge.

Have you taught students never to put the carbon paper in wrong so that it backs up on the original in reverse? Well, on this job it was purposely done just that way. This procedure makes the copy just right for photographing—from a special paper, of course.

Secretarial work is both a human-relations job and a technique in the sense that electrical work, plumbing, or typewriter repair are techniques. A girl who stays on one job gets used to one set of routines; but on a series of different jobs, you have to adapt quickly. That's why this sort of experience is invaluable to a teacher.

Getting around modern offices will

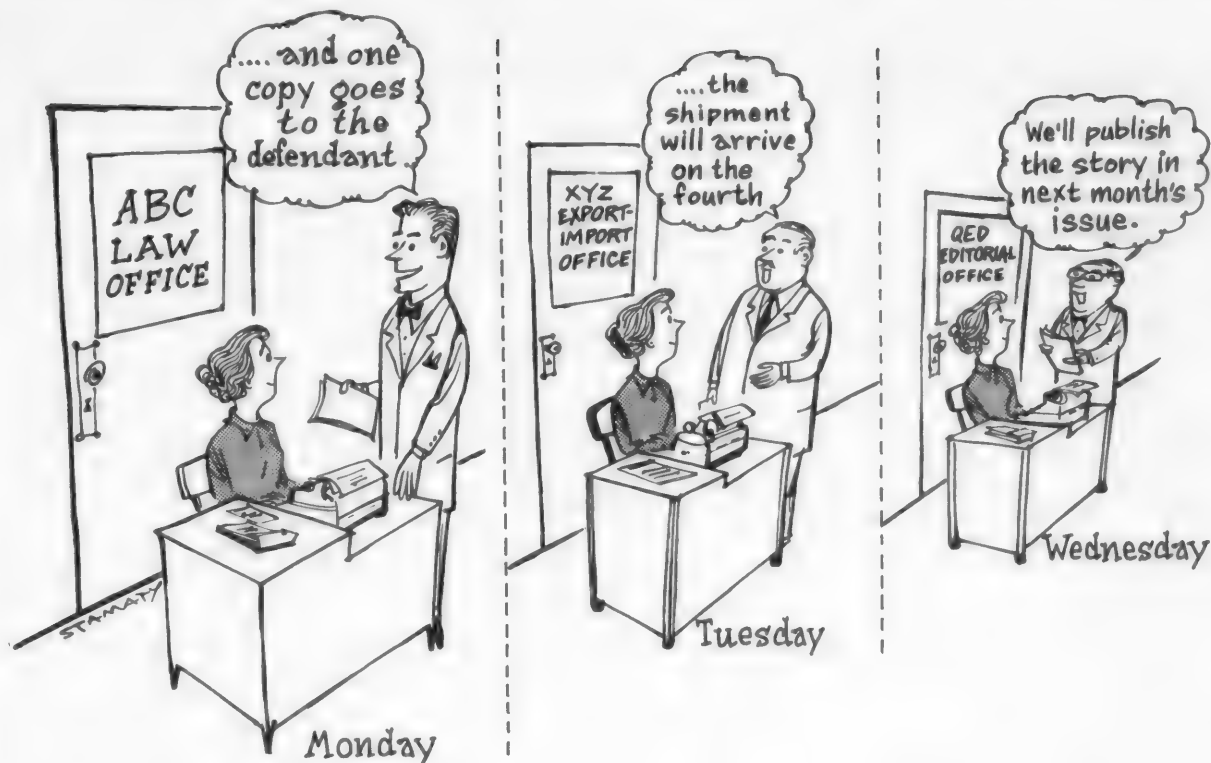
make a teacher aware of new equipment, too. If her school still has an old-fashioned duplicator, she'll be able to talk Thermofax and Multilith now, and she'll know why the newer machines are better. (Of course, she's learned some of this by going around to the office-supply stores, where she should be well-known.)

In switching from manual typewriters to electrics, the teacher will learn to relax but not to rest on the keys. The first thing she'll do when working on any strange typewriter will be to "case" the machine in detective fashion—that is, she'll check to locate all controls. There are a great many of them on the modern typewriters. Just one of them in improper adjustment may mean, for instance, that all your underlinings will crash through the paper. Although the a-b-c keyboard tallies with that of the older models, the positioning and concave design of the keys may require a little practice for adaptation. The non-alphabetic characters, most of which require shifting, may be just different enough to cause the new user to make mistakes.



Be sure to "case" a strange machine

Modern typewriters are by no means standardized. Some electrics with automatic margin controls are quiet; others rattle like an early-morning milk wagon, and you set the margin by reaching to the back and pushing the control around with your fingers. Even after I could pass a test at 80-plus words a minute with high accuracy on an electric, I found myself one day faced with one that just would not do what I wanted. Extra *k*'s and *d*'s kept appearing. Once, after it had apparently struck a *d* all by itself when my back



was turned, I almost decided it was a haunted typewriter. I decided on second thought that perhaps my arm or sleeve had grazed the key, thus activating the letter; I also realized that my habit of resting on home base to locate position had probably caused the extra letters that had mystified me. Then, too, the reaches on this machine may have been just different enough to throw me off. (Habits of years are not easily broken.) Yes, I still like electrics—but not that one.

My first attempt to change a carbon ribbon on my own was a heart-rending affair. I had watched a typewriter repairman do it once, so I threaded it right; but it kept flying off the spool. Actually, it's easy to depress the little wire holders and lock them in place—but one needs to be shown slowly.

Try to have several electrics, some with carbon ribbons, in your classroom if you possibly can. Teach the students that it is important to *turn off* electric typewriters. One typewriter repairman told me that he often received calls to repair burned-out electrics. He said, too, that in some cases ribbons were worn to shreds because secretaries didn't know how to change them. (He wasn't talking about carbon ribbons,

which you can use only once.) You'll probably hold up your hands in horror, as I did, and say, "Where do such secretaries come from, anyway? Not from my classes, certainly." Are you sure?

Here are a few other factors that shouldn't be overlooked in typing:

- It's easier to make simple corrections while the paper is still in the typewriter; but every advanced typist should know how to take a sheet that's been removed and fit it back into the machine so that it's lined up exactly as it was before. This adjustment varies slightly on different models.

- Don't forget to stress the importance of the bell indicating the end of the line. The new carbons or roll-back devices that help you with the end of the page are worth your students' acquaintance, too. Running off a line or a page is no fun—and when the boss says he wants plenty of white space around copy, he generally means it.

You can't possibly teach a student everything necessary for every job, but you can give valuable training in the scientific approach to problems. Basically, this approach means: Ask if you don't understand. Someone who is in the process of trying to invent a new desk rack or short-

hand notebook should by all means experiment and use his imagination—but guesswork doesn't provide a good foundation for operating that strange duplicator or electric typewriter that you'll find in the new office.

Your students will thank you later if you tell them:

- Get the right answers to your mechanical problems. If, for example, you're faced with a carbon ribbon for the first time, consult someone who's familiar with it. With know-how, it can be changed in two minutes; without, it's practically impossible.

- Practice the right way, and preferably with supervision in the beginning.

- Formulate a plan and make notes. After a while you may be able to throw away your notes, but the process of making them will have helped you to build a solid, reliable technique for attacking changing problems.

As for your own "education," you'd be surprised how much fun it is to update your methods—and your teaching will have more meat in it. If you want to familiarize yourself with the modern offices your graduates will encounter, don't just read about them. You can find out the facts first-hand.



Let's Make the Figuring-Machines Course Comprehensive

MACHINES TRAINING should be as comprehensive as training in typewriting and shorthand. The growing demand for figuring machines operators is being only partially filled by high school and college graduates. And these graduates are reporting to work with deficiencies in the necessary technical knowledge and skills and must be given on-the-job training.

Prospective business employees should be taught how to operate office machines such as the ten-key and full-key adding machines and rotary and key-driven calculators. Too often this instruction consists of nothing more than bringing the students and the machines together.

Why don't more business teachers give these prospective machines operators more comprehensive training so that they will be prepared for more technical machines operation? Hamden L. Forkner, speaking recently about post high school business education in general, listed what he called "Five Blocks to Progress": tradition, apathy, ignorance, fear, and administrative authority.

Consideration of these blocks might help us understand why machines training is so often neglected.

Tradition

Tradition has its place in any business program, but it should not be a block to the efficient operation of that program. It has been traditional for machines operators to get on-the-job training after reporting to work. But we don't depend upon industry to put the finishing touches on a high school or college course in shorthand or typewriting, why should we expect them to train machines operators? If industry is going to depend on our high schools and colleges for their machines operators, let's prove to them that we can give

Let's face it—our graduates don't have real job competence

JACK W. BARNETT, Western Carolina College, Cullowhee, N. C.

a course good enough so that on-the-job training in handling the machines can be eliminated and so that industry can confine its training activities to procedures and methods peculiar to each business office.

Publishers seem to feel that there is no demand for more comprehensive texts for machines courses, so I have found it desirable to prepare my own instructional materials. In this way the student does not have to spend valuable time wading through general instructions that in many instances do not pertain to the particular machine on which he is working. The teacher-prepared material is also more comprehensive and is a greater challenge to the student.

Our business departments are frequently afraid to stray from traditional printed matter and to dare to teach students something more than simple addition, subtraction, multiplication, and division.

Apathy

We know that students reflect what their instructor feels about a course. As the teacher is, so is the course. If teachers are indifferent toward the machines course, show a lack of interest and excitement about it, students will respond in kind; they are not being motivated. At first, students may show some interest merely because the machines are different; they are a new toy on which they can do arithmetic without having to count on their fingers. But there will be no lasting interest unless the instructor conveys enthusiasm and sparks curiosity by his teaching. An apathetic instructor can-

not motivate students to learn and to experiment with this new device.

Ignorance

Another block to progress is ignorance. Many machines instructors are not properly trained and can do little more than follow non-comprehensive textbook materials. These instructors are ignorant of the possibilities of the different machines in the classroom and, consequently, cannot arouse the student's curiosity in finding the potential of the machine for himself.

There should be four basic types of machines in the course: the rotary calculator, the key-driven calculator, the ten-key adding machine (including the printing calculator), and the full-key adding machine. The student should become proficient on all of these.

Many people tend to think that an adding machine can do nothing but add and subtract. Although this is the primary function of the adding machine, important secondary functions found in the everyday routine of the office are also possible. Such things as division, multiplication, and payroll, percentage, square root, and interest problems can be done without a rotary calculator.

If the instructor has himself had comprehensive training or has had enough interest to broaden his training on his own, then the students will receive comprehensive instruction.

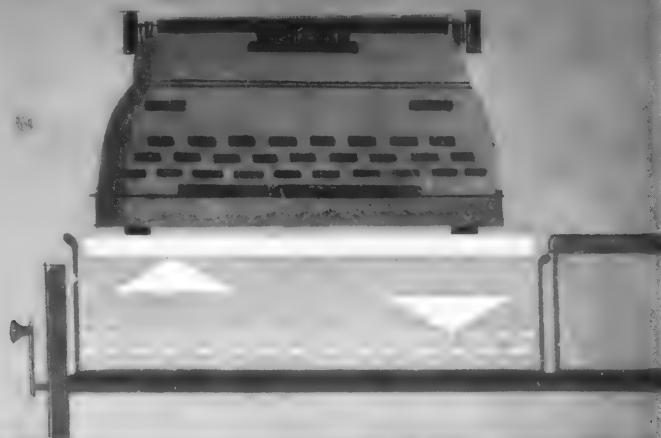
Fear

An instructor's fear of not being able to solve problems the students present can keep him from teaching

(Continued on page 44)

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adjustable frame... and height for correct
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Models for both left or right-
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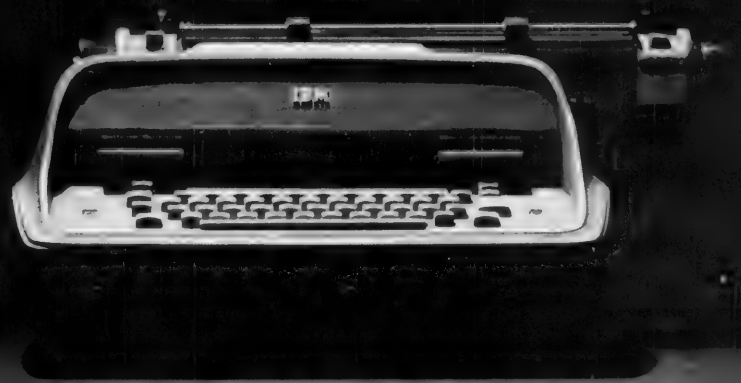
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SIMPLEST KEYBOARD

Its many exclusive features help students raise their standards of performance. For example, a whole new principle, the "Buoyant Keyboard" enables the student to adjust key pressure to his individual "touch," reducing finger fatigue and helping him develop increased confidence and skill. The keyboard itself is the essence of simplicity and no unnecessary gadgets intrude on the student's finger action, making both teaching and learning easier.

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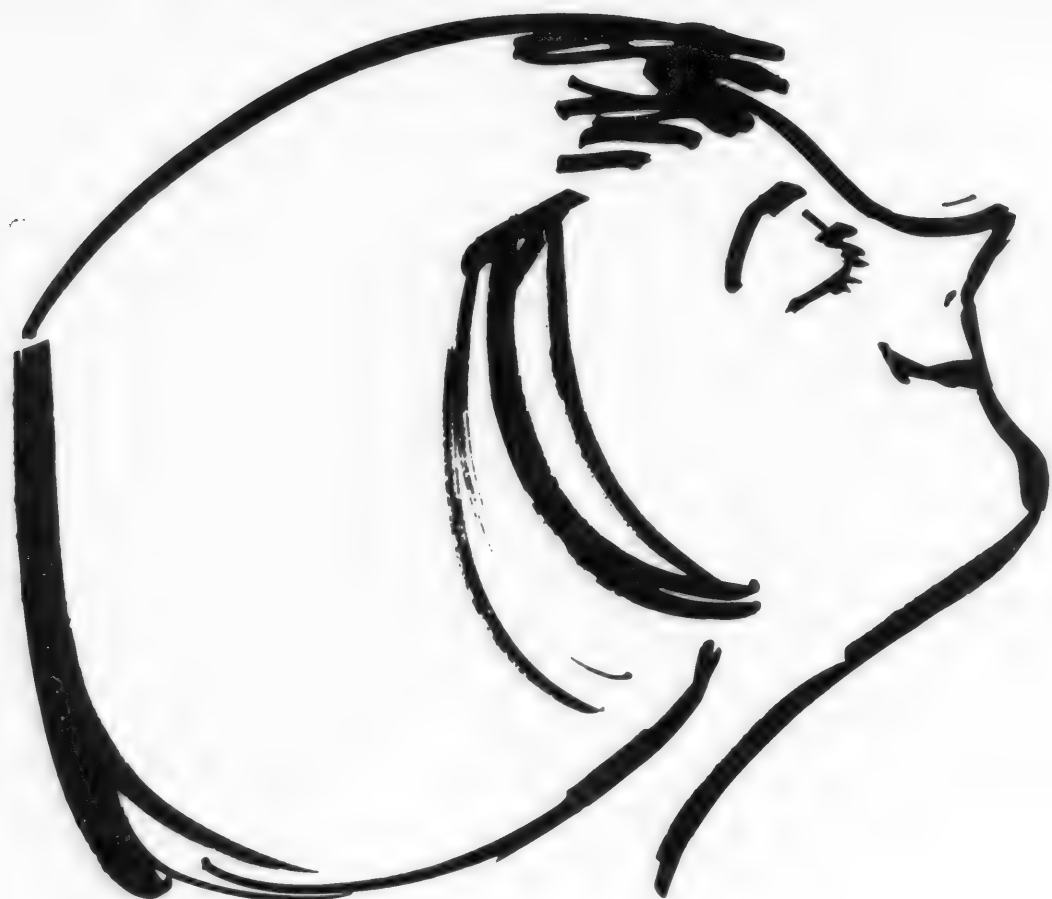
In our desire to further share the responsibility for the success of each typing installation, IBM offers the facilities of its Educational Services Department. In addition to lesson plans, movies, bulletin board materials, and other educational aids, a staff of consultants and business educators are available to provide assistance when desired.

So you see, the beauty of the IBM Electric Typewriter is but a bonus. And we haven't told all. If you would like to know more about this superb typewriter, our local representative would be pleased to show it to you at your school.

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Its beauty is just a bonus



A NOSE FOR BUSINESS

(or why the sweet smell of success comes to operators trained on Burroughs machines)

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- Your graduates will almost always encounter Burroughs machines on the job (business buys them by the thousands!). So Burroughs operators have the law of averages working for them when job-time comes.
- The operator who has the best chance to cash in on the increased trend toward office automation is the one who's familiar with its principles and its tools—and training on Burroughs equipment gives your students valuable basic knowledge on both scores.
- The machines themselves are uncomplicated and highly automatic, so learning proceeds with ease, speed and thoroughness.
- With Burroughs machines, you have fast, economical Burroughs maintenance no matter where you happen to be.

For full details, call your nearby Burroughs office, or write to Burroughs Corporation, Burroughs Division, Detroit 32, Michigan.

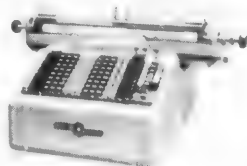
Burroughs and Sensimatic —TMs



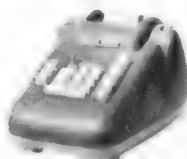
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TEACHING THE FUNDAMENTAL ELEMENTS OF BOOKKEEPING

SECOND SERIES

MANY BOOKKEEPING students memorize the simple rule "credit Merchandise Inventory for the old inventory and debit it for the new," but few understand why the entries are necessary. They know "how" but not "why." There must be two distinct parts in a unit on teaching the merchandise inventory adjustment: (1) Development of an understanding as to *why* the adjusting entry is necessary, and (2) Analysis of *how* the entry is made.

Need for Entry

An awareness of the need for adjusting the Merchandise Inventory account may be developed through a number of different approaches. The following example is one possible way that this may be done.

1. Place a short trial balance, such as the following, on the chalkboard and record the balance of each account in a T account.

J. L. Simmons Company			
Trial Balance, January 1, 1960			
Cash	5,000		
Accounts Receivable	4,000		
Merchandise Inventory	10,000		
Accounts Payable		3,000	
J. L. Simmons, Capital		16,000	
	<u>19,000</u>	<u>19,000</u>	

3. How to Teach Merchandise Inventory Adjustment

J MARSHALL HANNA

2. Analyze and record a series of transactions in the T accounts. The transactions should include purchasing and selling of merchandise, recording expenses, paying and receiving payments on accounts, and entering additional investments and withdrawals. Through these transactions the balances of each account, except Merchandise Inventory, should be changed and accounts for Purchases, Sales, and Expenses established.

3. Take a trial balance of the T accounts and place it on a six-column work sheet on the chalkboard. Complete the work sheet. Avoid any reference to the Merchandise Inventory account and carry its balance over

as an asset to the Balance Sheet column on the work sheet.

4. Use the data on the work sheet to complete a balance sheet. (The profit and loss statement is not completed as this would involve a discussion of merchandise inventory.)

If the beginning trial balance, the T accounts, and work sheet form have been placed on the chalkboard before the class period, this part of the lesson can be completed in the first ten or fifteen minutes.

After completing the balance sheet, attention should be directed to developing the following points through class discussion:

(a) That the balance sheet is correct only to the extent that each item appearing on it is accurately stated.

(b) That the merchandise inventory amount shown on the statement is the same inventory amount that appeared on the January 1 trial balance. Therefore, the balance sheet would be correct only if the merchandise inventory at the end of the month was exactly the same as at the beginning. This would be highly improbable.

(c) That all accounts, other than Merchandise Inventory, were changed as a result of transactions being recorded in the T accounts; however, when goods were purchased and sold, no changes were made in the Merchandise Inventory account. Changes, therefore, have occurred in merchandise inventory that have not been recorded. The Merchandise Inventory account must be brought up to date.

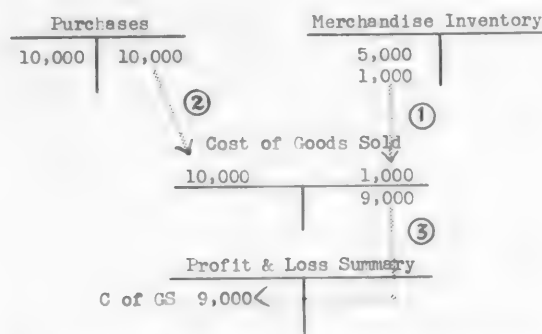
The procedure that has been described will show the need for adjusting merchandise inventory. This need must be established before proceeding with the how of making the adjustment.

Ways to Adjust

There are at least six different procedures that can be used to adjust the Merchandise Inventory account. The three most frequently mentioned will be discussed here.

1. Adjust the Merchandise Inventory account by debiting and crediting it for an amount sufficient to increase or decrease it to its true value. Under this method, the figure in the Merchandise Inventory account is then either debited or credited for an amount sufficient to make the balance in the account show the new merchandise inventory amount. For example, if the old inventory amount was \$5,000 and the new inventory figure

was \$6,000, Merchandise Inventory would be debited for \$1,000 to make the account balance show the new inventory amount, \$6,000. The corresponding debit or credit entry could be made to Cost of Goods Sold, Purchases, or Profit and Loss Summary.



1. To correct the Mdse. Inv. to show the inventory value
2. To transfer Purchases to C. of G. S.
3. To close C. of G. S. to P & L Summary

This method has the advantage of appearing logical to students. The purpose of the adjustment is to correct the Merchandise Inventory account; therefore, it is logical to add to or subtract from the account to bring it to the correct (new inventory) balance. This is also consistent with the procedure that is used in making other adjusting entries. As the merchandise inventory adjustment, however, is usually the first adjusting entry to be presented, its relationship to other adjusting entries will not be evident to students.

The major disadvantage of the method is that the Profit and Loss columns on the work sheet do not provide the inventory figures necessary for the preparation of the profit and loss statement. The old merchandise figure must be obtained from the Trial Balance columns and the new merchandise figure from the Balance Sheet columns. The Profit and Loss Statement columns do not show either inventory figure. The fact that the difference between the old and new inventory figures must be determined adds to the possibility of arithmetical error.

2. Adjust the merchandise inventory through the Purchases account. Under this method, the old inventory is added to and the new inventory is subtracted from

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the Purchases account. The old inventory is closed by being transferred to the debit side of Purchases. The new inventory is recorded by debiting the Merchandise Inventory account and crediting Purchases. The balance that remains in the purchases account represents cost of goods sold and is carried over to the Profit and Loss column of the work sheet.

Merchandise Inventory		
Old 5,000		5,000
New 6,000		
		②
Purchases		
10,000	New Inv. 6,000	
Old Inv. 5,000	C of GS 9,000	
		③
Profit & Loss Summary		
C of GS 9,000		

1. To close the old inventory and add it to Purchases
2. To record the new inventory and subtract it from Purchases
3. To transfer the C. of G. S. to P & L Summary

There are several disadvantages to this method.

First, since the entry for the old inventory-adjustment and the entry for the new inventory adjustment are exactly opposite, students frequently make the entries in reverse.

Second, when this method is used, the Profit and Loss columns on the work sheet do not show the two inventory figures necessary for the preparation of the profit and loss statement. The student must go back to the trial balance for the old inventory and to the adjustment columns to obtain the new inventory figure.

Third, freight in and purchases discounts are frequently considered to be part of the cost of goods sold. In this method, to be consistent, they also should be adjusted and closed to the Purchases account. This adds to the confusion.

Fourth, this method is not commonly used in business.

3. Adjust the merchandise inventory through the Profit and Loss Summary account. The old inventory and Purchases are closed and transferred directly to the Profit and Loss Summary account. The new inventory is recorded as a debit to Merchandise Inventory and a credit to Profit and Loss Summary.

Merchandise Inventory			Purchases	
Old 5,000	5,000		10,000	10,000
New 6,000		①		
		②		
Profit & Loss Summary				③
Old Inv. 5,000			New Inv. 6,000	
Purchases 10,000				

1. To close the old inventory and transfer it to the P & L Summary
2. To record the new inventory
3. To close purchases to the P & L Summary

This method is the one most frequently used in business. It permits a consistent procedure as all cost, income, and expense accounts are closed to one account—Profit and Loss Summary. Under other methods, some accounts are closed first to an intermediate account that, in turn, is then closed to Profit and Loss Summary.

In addition to being the simplest of the three methods, it offers the distinct advantage of permitting all the figures needed for the preparation of the Cost of Goods Sold section of the profit and loss statement to be obtained directly from the Profit and Loss columns of the work sheet. These figures include the old inventory, new inventory, purchases, purchases returns and allowances, freight in, and purchases discount.

Teach Only One Method

Although there are several methods of adjusting the Merchandise Inventory account, and each method presents certain advantages, only *one* way should be presented in a beginning bookkeeping class. When alternate ways are presented, the students usually become confused.

The teacher, of course, will wish to understand the various methods thoroughly to have the necessary reserve of information to answer student questions. He should not, however, strive to develop this broad understanding in the average bookkeeping student. The more capable students, however, should be introduced separately to the various adjustment methods; this is one way to broaden the course for such students.

The teacher usually follows the method of adjusting merchandise presented in the textbook used in the class. If the textbook presents one method and the teacher another, the teacher should supply his students with ample supplementary reference and practice material with the method he has taught so that the students will not be required to use their textbook for reference.

Other Suggestions

1. Limit the first adjusting entry to the merchandise inventory adjustment. If other adjusting entries are introduced concurrently with the merchandise adjustment, the learning problem is greatly compounded. After students have developed an understanding of the merchandise adjustment, they can proceed to consider other adjusting entries and will have a basis for understanding these entries.

2. Introduce the adjusting entries through the T account and not through the work sheet. Adjusting entries are necessary to bring about desired changes in ledger accounts. Therefore, students should first see these entries in terms of the ledger accounts.

3. Provide plenty of practice. Once or twice through the merchandise inventory adjustment will not be sufficient for most students. To obtain the necessary practice, the students do not need to complete the bookkeeping cycle for each problem. A number of work sheets, including trial balance figures, can be provided and the students asked to make the merchandise inventory adjusting entries.

4. To keep the arithmetic simple, use round numbers. If a student becomes involved in the mathematical process, his attention may be diverted from the principle being taught, which is more important at this stage of the learning process.

WHAT'S WRONG WITH BUDGETING?

In order to use money wisely,
one must recognize the difference
between "budgeting" and "budgetism."
Will the individual control his money
or will his money control him?

ENOCH J. HAGA

California Medical Facility, Vacaville

BUDGETING! The mere mention of that unwelcome word conjures up painful visions of ruled paper, bewildering bookkeeping, and miserly analysis of spending down to the last thin dime. No wonder sensible people throw up their hands at the idea.

Most people, however, will agree that budgets are desirable, but they never get any further than talking about it. Is there no easy way to budget?

Banks and other institutions give away budget books, bookshops and stationery stores sell them, everyone talks about budgets; but what nearly everyone lives by is "budgetism," defined by William H. Whyte, Jr., in *The Organization Man*, as "essentially . . . a person's desire to regularize his finances by having them removed from his own control and disciplined by external forces." Why do people fall victim to this kind of outside control? Perhaps budgeting has been made so complicated that it is useless for most people. Some of our business texts have probably frightened as many away from budgeting as they brought to it.

Let's face it, people are not going to carry paper and pencil around with them and immediately jot down every single expenditure to the penny.

There is a simple and workable way to budget; but, before we discuss that, let's look at what is wrong with budgetism, by which so many of us live.

Budgetism Controls You

Budgetism is an automatic form of budgeting, but it has one fatal defect: those who are "budgetized" are controlled by their expenditures. But those who *budget* are in full control of their financial affairs. Quite a difference! Anyone wanting to live under the shadow of budgetism simply gets himself in debt up to his neck—or a little beyond. The rest is easy and automatic. He deposits his pay check and writes checks to cover his installment payments. This ritual never ends. Revolving credit, credit cards, and other credit plans ensure his perpetual entrapment. For the one who gets involved too deeply, a debt consolidation loan is in order—also on the installment plan.

BUSINESS EDUCATION WORLD

Unfortunately, those who abdicate financial responsibility pay dearly for the privilege. Whyte, in Chapter 24, "Inconspicuous Consumption," tells us that many people, perhaps most of them, throw all buying principles to the winds because of budgetism. Not being in control of their financial affairs, these people must shop wherever they can find a merchant willing to sell for the lowest monthly payment. There is little choice of merchandise, not much chance for product comparison, and often not even a choice of store. The lowest monthly payment dictates all. Because those without budgets are often in terrible financial shape—no savings, no provision for emergencies—when they go shopping, their only concern is whether they can squeeze still another installment payment into their already debt-ridden financial picture.

The teacher of consumer economics soon learns that he can teach all the budgeting he wants, but people, being people, are likely to go right on worshipping budgetism. The students' intellects tell them they are wrong, yet their emotions tell them to go ahead. Budgeting is a matter of attitudes toward money, not of knowledge about money management. Talk and intellectualization about budgeting will not make students budget; students will learn to budget, and will actually make use of budgeting, only when they acquire, with the teacher's help, fundamentally healthy attitudes toward money.

How can we teachers convert students from the alien faith of budgetism to the more rewarding one of budgeting, which brings with it financial peace of mind?

An Easy Budget System

First, make students realize that budgeting can be both simple and effective. Second, point out the pitfalls of budgetism. (You probably won't have to go far to find examples.) Then, teach your students this easy budget system:

1. Get some large sheets of ruled paper with enough columns to cover your pay periods (12 columns if you are paid monthly, 52 if weekly, etc.).
2. Label each column with the name of the appropriate month (or

number of the week or other period).

3. Enter in each column a *conservative* estimate of the net income (take-home pay) you expect to receive in that period. Use pencil for these records—then a simple erasure is all that is needed to make corrections.

4. Leave a few blank lines and proceed to list in each column all the expenditures that will be made for any reason during that particular period. These items may be listed in any order—it is not necessary to separate fixed and current expenditures. All estimates should be *generous*. Leave something each period, however small, for savings; that way you will have something to draw on if you should underestimate expenditures in any one period. To estimate expenses of a variable nature, like telephone or grocery bills, simply add up all the old receipts that you have on hand and average that expense for each pay period. If you have no old receipts, just make an educated guess and keep refining it with experience.

5. Total the expenditures in each column. Draw a double line under the total, draw another double line under your net pay at the top of each column. A glance will then tell whether income exceeds expenditure in each column.

6. As you pay your bills each pay period, circle the item listed. If the estimate was wrong, erase it and enter the amount actually paid before you circle the item. A glance tells which items are left unpaid.

7. At least once a year, revise your estimates and bring all your figures up to date; add new items or delete old ones. The best budgets are built on experience.

This method is simple; it requires no knowledge of bookkeeping or formal budgeting, and keeping the records is not a chore. Actually, it is good to make the budget sheets out for three years in advance, but not for longer. This period will cover most installment contracts. When the next two or three years' debts are charted out on just two or three sheets of paper, one glance will warn you against going into hock for another ten dollars a month worth of installment debt. Reason triumphs over

temptation and budgetism is licked.

You can teach this budgeting method to your class in one period. To bring the main ideas home and to get full participation, pass out in class, or as a homework assignment, a duplicated sheet with information similar to this:

PRACTICE PROBLEM IN BUDGETING

John Q. Sadlyindebt is married and has two small children. Neither his income nor his expenses are expected to change during the next year. Can you plan a realistic budget for him that will get him out of debt and keep him out? Have his budget cover at least the next twelve months.

Monthly income:			
Gross			\$600
Less income tax	\$60		
Less other taxes	00		
Less health insurance	10	130	
Take-home pay			\$470
Expenses:			
Mortgage on house	\$69		
Car payment	57		
Easy-Go Loan Co.	30		
TV payment	13		
Personal bank loan	36		
Buynow dept. store	15		
Gas and electric bill	18		
Telephone bill	7		
Cigarettes	14		
Newspapers, magazines	3		
Gas, oil, auto repair	20		
Groceries	195		
Miscellaneous	30	507	
Monthly deficit			\$37

This fellow is going in the hole every month. Arrange his budget so that he will spend less than he earns every month; be sure something is left over for savings.

Making the record-keeping part of budgeting as simple as possible is only half the battle. Trying to change unhealthy attitudes is the other half. Students must be made conscious of what healthy attitudes toward money are. Budgetism and a neurotic attitude toward money prevail whenever people will not accept financial responsibility. Just as lack of political responsibility brings dictatorship, lack of money sense brings never-ending indebtedness. But those teachers and students who use the budget system outlined in this article will be managers of their own affairs and will not be managed by them.

OPAL HEATHERLY

Rich Hill (Mo.) High School

BECAUSE OF a crowded fall schedule this year, our Rich Hill (Missouri) FBLA chapter faced the problem of cutting down on its organized events and still carrying on the activities of the club. The seniors wanted to initiate fifty-one juniors properly, but they were also faced with the need to raise money for the group.

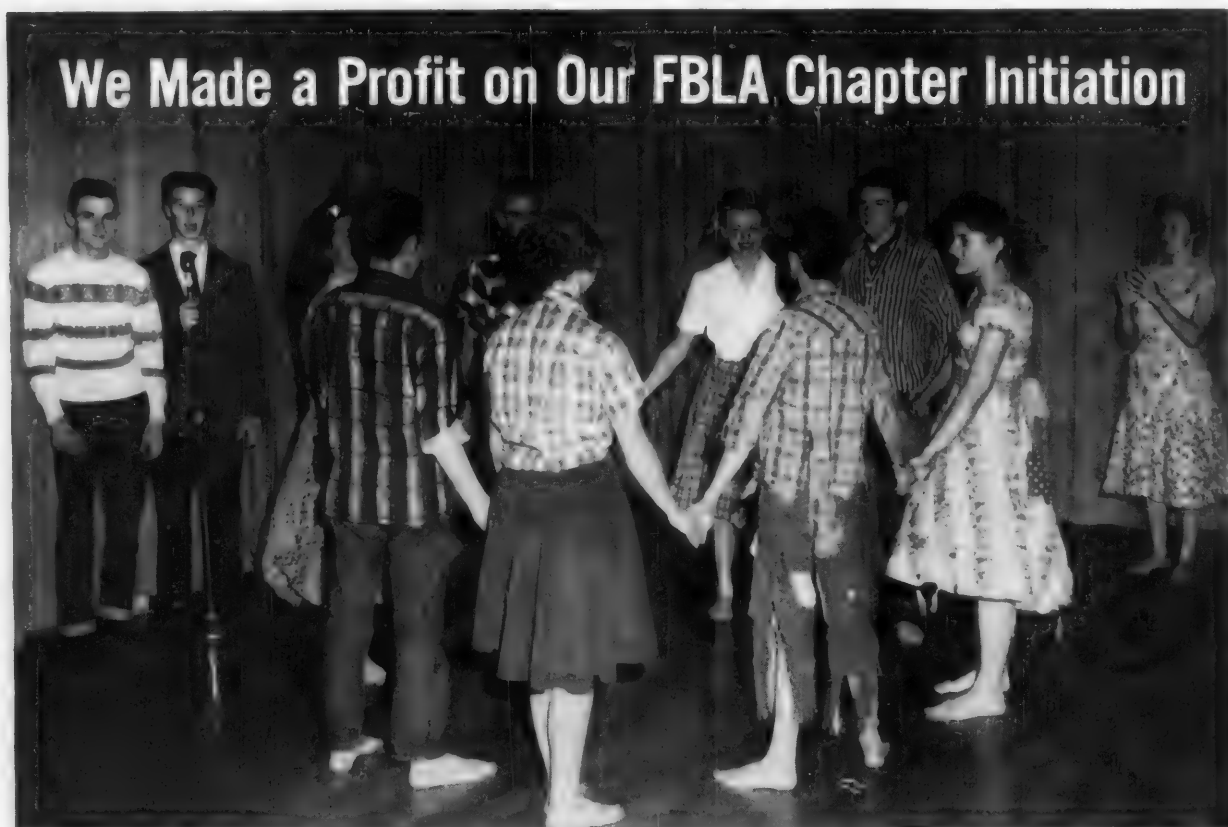
The chapter officers came up with a novel way to carry out both projects in one evening. They divided the juniors into seven performing units and placed one or two seniors in charge of each unit. These seniors

decided on their respective acts and drilled their groups in their spare time. They also made recommendations for the types of costumes they desired. Committees from the senior class took care of the advertising, ticket sales, scenery, lighting, and props. They advertised the affair as a variety show. One of our seniors, Bill Perkey, was a "natural" for the role of master of ceremonies. The program was drawn up as if the show were on television, and we "broadcast" over Channel 1246 (our chapter number), Station FBLA. A prize was given for the best act, as decided by the votes of three disinterested parties.

Our administrators' verdict was

that our project was well worth while from the point of view of public relations, entertainment, and amount of school time devoted to preparation. As for our FBLA group, not only did they enjoy themselves, but they felt that, since our school does not have an organized speech group, they had derived educational benefit from the activity. As sponsor of the project, I was pleased with the initiative and sense of responsibility displayed by the seniors—in fact, I was amazed at the way in which the whole affair was organized and executed with minimum supervision.

I'll be happy to send copies of our program and practice schedules to anyone who is interested.



We Made a Profit on Our FBLA Chapter Initiation



ABOVE: A square dance opened the FBLA Chapter's show. Bill Perkey, the m.c., stands at left (with mike), flanked by the two seniors who produced this number.

LEFT: Dick Roberts, chapter president, presents first prize award to Paul Stevener, senior who presented a quartet made up of juniors, all FBLA initiates.

THE WORK OF THE MEETING DEPARTMENT HEAD DEPARTMENTAL PROBLEMS

SINCE THE department head does not live in a vacuum, he cannot isolate himself from others. In his daily contacts, he finds himself continually drawn into situations that involve dealing with other people. And no neutralism is possible—he cannot avoid the people or the problems. His manner of acquitting himself can result in either satisfaction for him and growth for his department, or unhappiness for him and stagnation or backsliding for his department.

A basic philosophy for dealing with others becomes necessary, so that consistency will follow, and good will and sound public relations will be fostered. What does this philosophy consist of? It is four-fold:

1. *The successful department head has a capacity for making other people's problems his own.* This does not mean meddling in other people's affairs, but it does mean that, when another person comes around with a problem, we place ourselves in his position and render whatever assistance we can. Moreover, it implies that we devote ourselves to his problem with the same energy that we exercise in solving our own problems.

2. *The department head who is conscious of his public relations is never too busy to be of assistance to others.* It is of no avail to attempt to hide behind the cloak of a busy schedule. The other fellow will not believe us anyway; we might as well find the time to be of assistance. Besides, sound public relations have to be paid for—and a most effective medium of purchase is time. We cannot make the other fellow wait until we have the time to help; for him the problem is pressing. And he will appreciate our efforts all the more when he sees that we are actually giving up valuable time—even to the

4. Maintaining Public Relations

I. DAVID SATLOW, Thomas Jefferson High School, Brooklyn, N. Y.

extent of setting aside our own work—in order to assist him.

3. *The department head assures himself of the greatest long-term public-relations values when he applies the same formula to all.* A reputation for fairness and equal treatment for all pays dividends, both currently and in the long run. On the other hand, the failure to accord the same treatment to all serves to vitiate the good that it may have taken many years to develop.

4. *The wise department head avoids encroaching on another's province.* Very little is gained by the department head who engages in cut-throat competition with other departments for students, budgetary allotment, preferred teaching rooms, equipment, and supplies. Co-operative effort, on the other hand, is productive of much good. Moreover, there is no need to encroach on the territory of other departments. We have enough unfinished business in our own department to keep us busy around the clock without attempting to usurp any of the objectives, content, or activities of other departments.

With the foregoing principles as guides, the department head should be able to tackle successfully the various problems that arise in his dealings with fellow department heads, teachers within and outside

the department, parents, students, publishers' representatives, and the business community.

INTRA-DEPARTMENTAL RELATIONSHIPS

The status of the business department within any school is generally reflected in the consistency with which things tick inside the department. When the school senses a cohesiveness within the department, a community of purpose and unity of effort on the part of the business teachers, it has a genuine respect and admiration for the department. And respect and admiration foster sound public relations!

How is this cohesiveness, this community of purpose, this unity of effort attained? Never consciously, never directly, but rather as a by-product of activity over a period of time that is founded on this simple credo:

1. *Know what you want to do.*
2. *Let your staff in on things.*
3. *Let your staff share in the shaping of policy.*
4. *Have all department members—including yourself—share in both the desirable and undesirable assignments.*

This credo implies decisiveness, promptness, and an abhorrence of buck-passing. It is predicated on assuming responsibility rather than shirking it and exercising fairness rather than playing favorites. All this

calls for stamina and integrity, a willingness to apply oneself assiduously, and a wholesome respect for the personality of each department member.

The unity of purpose within the business department expresses itself in departmental agreement on the objectives of business education in general and of the specific subjects in particular. It is cemented further when the group agrees on grading standards and on uniformity of treatment of debatable items. Any social group is integrated when it has common traditions, common aspirations, and consensus; and the business department is a social group.

Evidences of community of purpose can be found in staff members' functioning in committees that consider specific problems facing the department and that are run in a democratic manner. When all staff members feel that they share in the solution of a problem, they take their tasks seriously; and, as a result of their mutuality of purpose, a departmental point of view evolves.

Participation in the process that yields the departmental point of view also produces salutary side effects. Each department member learns to respect the individual viewpoints of the others, and all of them subconsciously modify their own viewpoints in the light of the experiences and views of their colleagues. This is one case where the whole does *not* equal the sum of its parts; rather, it contains selected ideas taken from each of the members of the department.

Relationships within the department are infectious; they "rub off" on a newcomer and leave their mark on everyone—even on the students. Where sound relationships exist, there is no problem connected with the sharing of materials, working facilities, or storage space. In fact, any department member who is developing a problem sheet informs the others, so that they will concentrate their efforts on other problem sheets; anyone who is running off something he has devised will automatically furnish the others with copies for use in their classes; and anyone who devises a workable test will share it with his colleagues. Where sound relationships do not exist, each member shifts for himself, zealously guards his own creations, and refuses to share with his colleagues.

By encouraging each department member individually and by publicizing each teacher's efforts, the department head can contribute to the sharing of ideas, experiences, and materials by all.

By being eminently fair in his programming of teachers, the department head can inspire all department members to apply themselves vigorously to the task at hand. When teachers know that programs reflect continuity and growth over the years rather than stagnation, they are encouraged to apply themselves assiduously; the very departmental conferences are of interest to all, since decisions dealing with any one grade of work may be of concern to all the other teachers. And when any teacher can expect to be called on to teach any grade the following term, the concern of one truly becomes the concern of all.

INTER-DEPARTMENTAL RELATIONSHIPS

Relationships between departments depend on an understanding of the school curriculum and of each department's relation to it. The department head who understands the philosophy behind the school's curriculum sees each department as one of the media for guiding student growth. The business department's attitude should be, "We cannot realize all the goals of secondary education by ourselves. The other departments are here to handle various aspects of student development and are needed by the school to the same extent that we are."

With a philosophy of this kind in operation, rivalry and competition with other departments give way to co-operation. Group planning in larger areas of endeavor becomes possible, and suggestions as to what steps other departments could take are viewed sympathetically. When this over-all understanding is lacking, suggestions to other departments are viewed with suspicion.

It must be remembered that if the other departments do a good job in teaching their subject areas, *our* students are better equipped; consequently, *our* job becomes easier. For example, when the English department succeeds in getting students to learn the basic principles of punctuation and grammar, the work of the business teacher is eased consider-

ably; when the social-studies department does an effective job of imparting to the students the history of man's struggle with the forces of ignorance, superstition, and fear—and of his development of a co-operative view—we get a superior type of student in our classes; and, as a result, the work proceeds on a different level. Thus we can see, from a purely selfish point of view, that when other departments strengthen their offerings, the business department is a direct beneficiary of the improved level throughout the school.

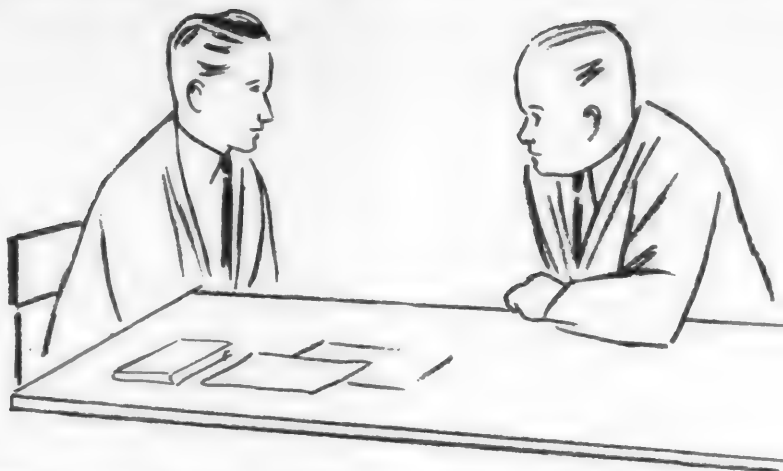
There are many ways in which the business department can join in co-operative ventures with other departments. In the all-important matter of English, students' oral expression can be improved through a joint attack with the speech department; students' written expression can be improved through a joint attack with the English department. No one will deny that the lot of the business teacher is a happier one when his students are masters of the fundamentals of grammar, capitalization, punctuation, and spelling.

There are numerous opportunities for co-operation with the home economics department for the purpose of sharing objective aids, correlation of the work, and avoidance of duplication between merchandising and sewing.

In those schools that have two- or even three-business departments, there are many opportunities for co-operation among the secretarial, book-keeping, and merchandising departments to the end that learnings in the classes of one department become functional in the classes of other departments.

Co-operation with the art department will result in a unity of feeling, and as a consequence the business department will be able to have various posters and charts prepared that will enrich instruction and adorn the classrooms. In addition, if students learn effectively the lessons of design and balance in their art classes, the appearance of the work they submit in the business classes should improve considerably.

The avenues of co-operation are not one-way streets. There are many ways in which the business department can extend itself for the welfare of other departments. The preparation of duplicated materials provides



THE EFFECTIVE DEPARTMENT HEAD

- Takes on others' problems
- Gives everyone equal treatment
- Is never too busy to help
- Never invades another's province

a distinct service to other departments, as well as real, meaningful practice for our students. Such work should be done according to established standards, for two reasons. In the first place, anyone in the school—or, for that matter, on the outside—will judge the school (and its business department) by the format of what is distributed. In the second place, even if the department for which a job is being produced is so thrilled at the mere thought of obtaining the work that it is oblivious of unattractive appearance, the students who do the work are forming the habit of poor workmanship—a habit that is most difficult to break. There must be no compromise with quality—and everything produced by the business department should represent the fullest utilization of the opportunities for practice in good workmanship.

RELATIONSHIP WITH THE SCHOOL AS A WHOLE

When any new student activity is initiated, the business department should furnish that activity with the secretarial talent that will keep the minutes and handle the correspondence, the salesmanship talent that will push the sale of tickets or the advertising by the local merchants, and the bookkeeping talent that will keep a systematic record of all revenues and expenditures.

Through such active participation in the life of the school, the business department becomes identified as one of the significant divisions of

the school, and its students are afforded an opportunity to apply in a functional setting what they are learning in the formal setting of the classroom. This would embrace the general organization of the school, its newspaper, magazine, yearbook, athletic teams, dramatic performances, the cafeteria, the student store, and any of the numerous extracurricular activities that function in today's secondary school.

The department's relationships with the guidance office are most important and should not be overlooked. The guidance office should be aware of what the business department is attempting to do. And it can be made aware in a dignified, professional way. Antagonism and hostility are likely to have only an adverse effect.

When the guidance office sees what we in the business department are accomplishing with our students—with the exceptionally good ones as well as with the exceptionally poor ones—it views our work with approbation. It then becomes our biggest booster and is instrumental in bringing about increased enrollments in our business classes. The guidance office can truly be considered the key to the business department's enrollments. In schools where the guidance office is sympathetic, enrollments are maintained; in those where the guidance office is dubious of the value of business education, enrollments are on the wane. It is sound strategy to keep this office regularly informed of what the business department is attempting and accomplishing.

An area of distinct service to the students, to the administration, and to the school as a whole is that of placement. By virtue of its collective experience and contacts, the business department has much to offer in this area. Where a placement office is in operation, the business department can furnish valuable leads for part-time jobs for students who are in poor financial circumstances and full-time jobs for graduates.

If no placement office is functioning at the school, the business department can initiate this activity. It certainly is a most worth-while effort; if, as a result of the activities of the placement office, as few as a dozen students a year continue their stay at school up to graduation, then we have made a significant contribution to the school and the community. Moreover, the experiences of these students help in the enrichment of the instructional program and aid in the personality adjustment of the young people involved. (These comments about the placement office apply with equal force to the work-experience program.)

Another agency to which the business department can render service is the school publicity bureau. This activity takes a double-barreled form in which the department develops sound public relations within the school by seeking to achieve sound public relations for the school within the community. Distinct techniques are called for, and the immediate results are measurable by everyone.

(Continued on page 48)

IF LOCAL school administrators were to set the basic principles for the operation of programs in vocational business education, would they change them much from those in current operation?

Nine school administrators in Kansas who were interviewed regarding this question indicated that few, if any, changes would be made. The administrators were selected by a sampling from those departments of vocational business deemed "successful" by the supervisory staff of the Kansas Board for Vocational Education. Three were departments of vocational office practice, four were departments of distributive education, and two were combination co-operative vocational education (office, distributive, and trade). The administrators averaged ten years of tenure in their present positions, with an average of twenty-eight years in school work of all types. With two exceptions, their professional training had not included courses in the area of vocational education.

The number of student enrollments in the departments of vocational business involved in this study ranged from 13 to 86; the average number was 27. The mean tenure of the instructors was eight years, and seven of the nine had completed their master's degree.

The interviews were conducted on the basis of a prepared questionnaire. From the information supplied by the administrators, we developed nine principles for the efficient operation of departments of vocational business. The principles and the administrators' responses follow.

THE STUDENTS

Principle 1. Vocational business-education courses are elective and open to those interested in the field.

Most of the administrators felt it undesirable to limit enrollments to certain groups. Six of the nine said that they did not think it desirable to discourage bright students from taking vocational business courses, although five said (in reference to vocational office-practice and distributive-education programs) that this was a current practice in their schools. This latter group of five administrators also indicated that high school students who select vocational business courses are typically from the lower socio-economic group of the community, and that they felt this situation to be undesirable.

There was a division of opinion as to whether most students were interested in vocational business-education courses. Four said "Yes" and five said "No." Six of the nine said that a situation in which most students were interested would be desirable.

Six of the nine felt that it would be undesirable to confine vocational business courses to persons already employed in some phase of business, and only two said that they currently made such limitation.

THE INSTRUCTION

Principle 2. The public secondary school provides instruction in vocational business education whereby:

(a) Students are trained in semi-skilled occupations.

(b) Students receive high school credit for on-the-job experience under supervision equal to that given in academic courses.

(c) Students receive wages for their on-the-job work.

KANSAS ADMINISTRATORS EVALUATE VOCATIONAL BUSINESS PROGRAMS

R. J. AGAN

Kansas State University, Manhattan

H. D. SHOTWELL

Supervisor, Business Education

Kansas State Board for Vocational Education, Topeka

(d) Special curriculum materials are provided for related in-school instruction.

There was strong agreement among the administrators as to the desirability of this principle. They were unanimous in feeling that it was the job of the secondary school to provide such instruction and that students in such courses should participate in and be paid for on-the-job work. They all felt that the student should also receive high school credit for on-the-job phase of the instruction equal to academic courses, although one indicated that he did not give such credit for vocational office practice.

Eight administrators indicated that they felt it desirable to provide special curriculum material for related in-school instruction and were currently doing so. One did not answer this question.

There was some division of opinion as to whether vocational business education on the secondary school level should be broad and general, or specific. Four said that it was desirable for it to be specific and five said that it should be broad. Only three said that their current program could be described as broad. Only one administrator of the nine felt that his current program of vocational business education (a combination co-operative vocational-education program) was too narrow and restrictive.

Principle 3. The State Board for Vocational Education establishes standards to determine whether instructional equipment and materials are comparable to the types used in business for the occupation in which training is offered.

All the administrators felt that the establishment of standards by the State Board for Vocational Education was desirable, and all but one felt that the instructional equipment and materials should be comparable to those used in the business world.

Principle 4. Vocational business-education co-ordinators provide for extracurricular activities to develop student growth in leadership-followership training,

through well-organized club activities. Skills for earning a living are taught as much as are skills for social living.

All nine administrators were in agreement as to the desirability of such instruction through extracurricular activities and said that such programs were currently in operation in their schools. Two of the administrators (who had programs of vocational office practice) questioned the desirability of teaching skills for earning a living as much as skills for social living and said that this description did not fit the program of vocational business education in their schools.

Principle 5. In order to do effective work in vocational business education, the enrollment of each class does not exceed 20 students.

All the administrators said that this principle was desirable, and only two said that it was not a current practice in their schools.

THE ADULT EDUCATION PROGRAM

Principle 6. The public school fosters and promotes adult vocational business education in the community (including the training of supervisory and management personnel), particularly in evening and part-time classes.

All nine administrators felt that it was desirable for the public school to foster and promote adult vocational business education in the community, and all but three were currently sponsoring such programs. Eight of the nine felt it desirable to include the training of supervisory and management personnel. Only three, however, were currently sponsoring this part of the adult program for vocational business training.

Only three administrators felt it desirable to postpone all training in vocational business education until the student leaves high school. Two of these three had programs in distributive education and one had a program in vocational office practice.

When the question was asked as to whether the public school had responsibility for providing out-of-school vocational business education, seven said "No" and two "Yes." Three of the nine thought it would be desirable for the school to have such responsibility; six did not.

THE PROFESSIONAL TEACHER

Principle 7. Local school authorities provide for a specially trained teacher-co-ordinator employed for a period of time extending beyond the regular school year, who is responsible for instruction and supervision of the vocational business-education programs and maintenance of co-operative relationships between the school and labor-management groups in the community.

All the administrators felt that this principle was a desirable one and stated that it was currently in effect in their schools. All nine indicated that the vocational business-education personnel were currently employed primarily on the basis of occupational skills and technical knowledge, and that this method of selection was desirable. The school administrators were also unanimous in their feeling that vocational business co-ordinators were

as well-qualified for teaching their specialized areas as were other teachers in their special areas; were co-operative in participating in extracurricular school activities; and were as ethical in dealing with school administrators, trustees, and school boards as other teachers in the system.

THE ADMINISTRATION OF THE PROGRAM

Principle 8. The administration of local vocational business-education programs is placed in the hands of a qualified person who is called a supervisor, co-ordinator, or director and who, among other administrative duties:

(a) Establishes training agreements between the employer and the school for vocational business education.

(b) Maintains a follow-up of all vocational business graduates for at least five years.

(c) Works with employer groups regarding the establishment and operation of vocational business programs.

All the administrators were in agreement that the development of a local program of vocational business education was largely dependent on the degree to which they encouraged and supported the program. They were also in unanimous agreement that a qualified supervisor, co-ordinator, or director should be directly in charge of the program. All nine agreed that it would be desirable for training agreements to be made between employers and schools for students in vocational business education. Then, however, two with programs in distributive education and one with a program in vocational office practice said that their schools were not currently using such agreements. (These agreements became mandatory last September.)

Six of the nine agreed on the desirability of a follow-up program for graduates, but only three said that they currently had such a program.

Eight of the nine administrators felt it desirable to consult employer groups regarding the establishment of vocational business programs and currently had such a plan in operation in their schools. The one who did not have such a plan had a program in vocational office practice.

Only one administrator felt that having a vocational business-education program caused many problems. The group was unanimous in feeling that it was desirable to have such programs financed in part by Federal funds and that such programs were not too costly to be included in the secondary school program.

Principle 9. An advisory committee consisting of an equal number of representative employers and employees is appointed to work with the co-ordinators of vocational business education and their administrators.

All the administrators were in agreement as to the desirability of the advisory committee, and all had such a committee currently functioning in their schools. One of the nine felt that it might be undesirable to have equal representation of employers and employees on such a committee.

We should like to conclude by expressing our hope that, as a result of our experience, some of the larger states will consider adopting this pattern of evaluation.

COLLEGE TEACHING

(Continued from page 22)

ness teacher is, after all, applying for a position to teach not only beginning typewriting but perhaps senior-level typing as well, and possibly even beginning graduate courses; therefore, it is not only expected but demanded that the applicant meet the highest standards of quality in every way.

We can recall one example (in fact, we can't forget it) of an application that was outstanding—in its sloppiness. Not content with writing a letter that would have received a failing grade in any freshman class in typewriting, this applicant enclosed two clippings from his local newspaper describing his presentation of a speech at a meeting of a local organization—clippings that he had ripped from the newspaper and sent with their edges still ragged. We're sure that this episode raises the same questions in your mind as it did in ours: If the applicant considered the position of so little importance when he applied for it, would he think any more highly of it if he were hired? Would he require no more than similar subminimal standards of his students?

Would you hire such a candidate?

You Have Similar Problems

As a business teacher, you can see some of the problems encountered by administrators who hire or screen candidates, because you make similar judgments regarding the careless or incompetent student. When you submit your application, put yourself on the administrator's side of the desk and say to yourself, "Does this application give a complete picture of my abilities? If I were the dean of the school or head of the department, would I consider someone who presented an application like this one? How will it look in comparison with all the others? Could I make a substantial improvement in my application if I had it to do all over again?" If the answer to the last question is yes, take the time to do it over.

Assuming that you have made up your mind to shift to the college level, you will probably want to establish yourself in this area as soon as possible. There are several courses of action open to you.

- First, if you need an additional

degree, why not try a graduate assistantship at one of the colleges or universities that offer such degrees? Such positions provide an excellent opportunity to earn a subsistence wage while furthering your education in order to attain your goal. This type of approach will not only give you good experience at the college level of teaching, but it will also give you a background that will make it easier for you to obtain a more *desirable* college position. Along with this, you will become better acquainted with well-known people in your field, some of whom will probably be outstanding authorities in the various subjects. It is quite astounding to learn what can be accomplished in one academic year as a graduate assistant in one of these institutions.

- Another method is to enter the door of college teaching through an evening school or college. Many metropolitan colleges hire qualified high school teachers part-time to take over college- or university-level courses. These instructors often do such outstanding work that they come to the attention of the administrator in charge of full-time hiring for the college and move into a full-time position there.

- In the field of placement agencies, there are many methods of bringing your qualifications to the attention of interested administrators. Here are the formal agencies (other than your college placement office, which has already been discussed):

- (1) Many states have teachers' associations that operate placement services for their members. In general, this type of agency charges only a very small fee for such services.

- (2) The division of professional employment operated by the U. S. Employment Service charges no fee. Its agencies sometimes list vacancies at the college level; in recent years, these offices have been handling placement procedures at conventions for the American Economics, American Management, and American Marketing Associations. These agencies can generally be found in any metropolitan area.

- (3) We now come to the private agency, an extremely important avenue to explore for teaching at the college level. The fee that such an agency charges can sometimes prove very small in comparison to the

services and salary benefits received from it. An agency will process your application when it is informed of your desires in regard to salary, rank, and geographical area in which you wish to locate. We should like to suggest that, if you wish to get the maximum number of announcements from the agency, you refrain from setting your sights so high as to make yourself unapproachable. Keep in mind too, the possibility of forgoing some of your initial requisites in order to be located in a college or university of your choice. You are not obligated to accept any position of which you are notified by such an agency; you are obligated only to pay for any position that you *accept* on the basis of such information. The agency's charge for a position that you accept through one of its announcements is usually 5 per cent of your salary for the first academic year, plus 5 per cent of any summer employment that may follow.

We realize that many people object to paying a fee for such services; the choice is, of course, up to the individual and will be dictated by his needs and desires. However, many people in college teaching feel that it is desirable to have this avenue available to them, for the future as well as the present.

- Besides these formal agencies for obtaining a position at the college level, there are other avenues that might also be termed "agencies" in a loose sense.

- (1) Many conventions for business educators are held at different times of the year. The location and the time can be found in the professional journals of the various fields. These conventions may be national, regional, or local, and may cover the broad fields of business writing, business education, accounting, marketing, and economics. At such gatherings, one will find deans, presidents, or professors looking for personnel to fill the demands of our ever-expanding educational system.

- (2) Salesmen for textbook publishing companies are usually aware of vacancies at various institutions and pass the information along to their home offices. Frequently, deans either request these salesmen to help find likely candidates to fill vacancies, or they write directly to the publishers, or they do both. Salesmen will be more than helpful

in putting you in contact with the right man to consult for a particular vacant position.

(3) Another avenue to investigate is the professional journals. They often carry advertisements announcing positions open for college and university teachers.

(4) By mentally reviewing the people whom you know who are teaching at the college level, you may discover an untapped source of information. Such friends or acquaintances may be searching vainly for people to fill positions. Perhaps they are under the impression that you are perfectly satisfied with your present position and would not care to change; or they may not be familiar enough with your qualifications to know that you have the requisites for college teaching. They need to be informed of your availability and qualifications. This is particularly true today; there is a heavy demand in a great many fields of instruction, with practically every institution recruiting in almost all areas.

Actually, once one has acquired the skill and contacts for obtaining a position, he may find the procedure not only interesting but exciting. Furthermore, with a small amount of effort, he will gain a number of friends in the process. Not only will this knowledge and experience gained in seeking a position be desirable for the first job, but it will put him in the position of knowing how to go about acquiring another position should he desire to do so. He will find, too, that this very knowledge will give him confidence in himself. It is no exaggeration to say that those who have attempted this adventure in career planning have found it most refreshing and rewarding.

Whichever of these many avenues you choose to further yourself in the field of education, we wish you the best of luck. We are sure that you will enjoy teaching at the college or university level. Many presidents, deans, full professors, and other personnel on the post-high school level have moved upward from secondary-school positions to their present status. The goal is worth all the untiring effort, all the study, and all the expenditure of brainpower entailed in the attempt to attain it.



SHORTHAND CORNER

CELIA G. STAHL VESTAL (NEW YORK) CENTRAL SCHOOL

A high school student named Dianne wrote me from Iowa: "I am doing a critical analysis in English on the subject 'Is Shorthand on the Way Out?' and would like to have your opinion . . ."

Unfortunately, I can quote no imposing statistics from current research. My firm conviction that shorthand is increasingly, vitally, unquestionably alive is based solely upon experience in the large industrial area in which I teach. One hundred students in Vestal began shorthand this year compared with less than forty a few years ago. More than seventy-five will continue with Shorthand II and Transcription; fifty or more will advance to Secretarial Practice.

Please do not cite the 50 per cent difference between 10th and 12th grade enrollment as an indication that shorthand study is declining. These students are not *dropouts*. (Surely educators can find some other descriptive term for the graduating senior, the undergraduate who squeezes in a business elective, or the student whose father is transferred to South America.) The handful of unsuccessful first-year students are not "dropped out"; rather they are "channeled into" the second-track program, office practice.

In New York State, the business departments of the two-year technical colleges are flourishing. Private business school and adult education programs show that shorthand is still a deciding factor in employment. Shorthand gives a certain undeniable prestige, it represents hard work, it is a measure of potential when all other qualifications are equal. At a time when automation is decreasing the non-creative routine assignments, secretarial positions are becoming semi-executive in nature and more women are entering the management end of business.

Some eighteen-year-old graduates start work at unbelievably high salaries with almost unlimited opportunity for advancement. The completion of the vocational stenographic course makes it possible for these young men and women to achieve economic independence.

The mushrooming of new alphabetic and symbol systems for notetaking shows an increased interest in personal-use shorthand. More than ever before, the Gregg writer should be encouraged to use his skill for recording his assignments, making notes in lecture-type classes, copying words to popular songs or favorite recipes, and writing simple notes or friendly letters. The teacher should set a good example by making shorthand comments on returned transcription papers or by jotting down reminders in shorthand on the chalkboard.

When a teacher-friend commented that "Every student should be able to speak a language," a second replied facetiously, "Preferably English." Therefore, when Dianne goes on to ask me about the advisability of specializing in machines, my immediate reaction is "Preferably the typewriter." Although automation will bring an increase in various types of transcribing and computing equipment, speed and accuracy on the typewriter will remain basic. Experience on electric machines and those with proportional spacing should be provided when possible.

Such simple procedures as an attractive bulletin board showing newly invented machines or injecting a few "automation words" (electronic, integrated data processing, control code, magnetic tape, for example) in dictation can make the student somewhat aware that he is facing changing patterns. If your school has a machine accounting division to handle test scores, report cards, and attendance procedures, be sure to arrange a visit.

Shorthand, typewriting, and proficiency in handling the written and the spoken word are in to stay. I hope, Dianne, that your critical analysis rated an A.



JANE F. WHITE, EAST CAROLINA COLLEGE, GREENVILLE, NORTH CAROLINA

Typewriter art. For a functional book with easy-to-follow instructions, order a copy of *Fun with Your Typewriter*, by Madge Roemer. This book tells you how to make your own greeting cards, bookplates, and sketches without brush or pencil. There are over 30 pages of fascinating puzzles. Send \$1 to Falcon's Wing Press, Indian Hills, Colo.

Arithmetic shortcuts. If you want to double the speed with which you calculate, *How to Calculate Quickly* will help you. It contains over 9,000 graduated short problems and solutions. It is \$1 from Dover Publications, Inc., 180 Varick Street, New York 14, N.Y.

College teaching. For a free booklet prepared for college seniors with the interest and abilities to succeed in graduate schools of business write for *Your Career as a College Professor in Business*. This booklet has been prepared by the American Association of Collegiate Schools of Business, 101 N. Skinker Blvd., Station 24, St. Louis 30, Mo.

Finance facts. A quarterly publication, *Finance Facts*, designed by the Educational Services Division of the National Consumer Finance Association to keep students and businessmen informed on developments in our economy, will be furnished free to teachers of high school business courses. If you wish to be placed on the mailing list, send your name and address to the Association at 1000 16 Street, N.W., Washington 6, D.C. The Association also has a free kit of material for the high school level on consumer credit, and many other worthwhile publications.

Office filing. Two new teaching aids offered by Acco and available to business teachers free are helpful in highlighting new trends in office filing techniques. The materials include a complete lesson plan, a 12-page picture booklet "Ideas that Save Time & Space," and a question and answer review. To obtain your free copies write to Acco Products Division, Natser Corp., Ogdensburg, N.Y.

Display book. *The Flannel Board* is a book intended for teachers and administrators who wish to become better informed about this versatile teaching tool. Specific directions for making a flannel board, the preparation of materials, and suggestions for utilization are included. A source list and bibliography have also been prepared. Send 50 cents to Dr. Merton B. Osborn, 1219 Calle del Sol, Santa Barbara, Calif.

Management journal. If you teach in the area of business management, you will be interested to know about the *Journal of the Academy of Management*. This magazine is published three times a year—April, August, and December. Subscriptions are \$3 a year or \$8.50 for three years. Single copies, \$1.25. Reprints of individual articles will be furnished at cost upon request. Communications should be addressed to Paul M. Dauten, Jr., Editor, 1007 West Nevada Street, Urbana, Ill.

Typewriter mystery. Julius Nelson has created another Typewriter Mystery book that contains 50 per cent more pages than the first three, which have been on the market for several years. This book contains many more seasonal designs. The new Volume 4 is \$1. Sets of Volumes 1, 2, and 3 are \$1.50 per set. Write to Mr. Nelson, Business Teaching Aids, 4006 Carlisle Avenue, Baltimore 16, Md., and ask also for complete details about his many interesting and practical aids for business teachers.

FIGURING MACHINES

(Continued from page 26)

a comprehensive machines course. Very few instructors will admit their inability to solve problems not covered in the text if they have not had a chance to do them before class. Such an instructor will curtail the initiative of the students, and his instruction will never go beyond the textbook. He is not really teaching. He should either not teach a machines course at all, or he should take additional machines training. The instructor should be able to sit down at the machine with students and show them how to explore the possibilities of the machine. He should know how these machines are actually used to expedite business activities. He should give students an opportunity to use machines in accomplishing real office tasks and problems.

Administrative Authority

Regardless of how able the machines instructor is and how much he wants to teach a really comprehensive course in machines, he will not be able to do so if the administration establishes a narrow course of study that he must follow.

Another administrative authority block might occur when inadequate class time is scheduled for the machines course. To have a comprehensive course, it should be taught on the "proficiency level." If the school is operating on the basis of a 180-day year, there is sufficient time to allot one class period each day to the machines course, because the proficiency level method only requires from 75 to 100 class periods.

If the administration incorporates the machines course with the course in secretarial practice or general business, it is establishing another block. Such courses are so varied that it is practically impossible to offer adequate machines training. The machines instructor should strive to convince the administration that better and more teaching can take place if the machines course is not incorporated with other courses. In my opinion, typewriters, transcription machines, and duplicating machines have no place in an office machines laboratory.

These blocks to progress can and must be overcome. We should graduate well-trained machines operators.

JUNIOR HIGH TYPING

(Continued from page 19)

Colored paper and block lettering identifying the unit of work call attention to the pride the student wants his teacher to share.

NOTEBOOKS. The device that arouses the greatest interest among our students is the notebook that each of them assembles by compiling all his timings and typing papers submitted for credit. (These corrected papers, which would otherwise be thrown away, give a teacher a better basis for report-card grading.) This notebook, indexed and dated as a unit of work, becomes a record of individual progress; it is used for future reference and as a source for parental evaluation. Plastic index tabs are used to stress organization of materials. Pictorial cover sheets are drawn on Ditto masters, and copies are passed out to students for use as unit dividers.

My three years of close observation of ninth-graders' personal typing has convinced me that these students must be given an opportunity to strive for a series of set goals that they can comprehend. Punching keys daily on rote drills without specific objectives results in their working far under their capacity. I feel that we must teach them the uses to which they can put their typing skill *now*; they are a long way from paid employment. A teacher using the same text with a group of high school students two or three years older would have to adapt his approach for different goals, emphasizing office employment rather than personal use. He would initiate accuracy timings earlier, since these students would not have so many years of school before them in which to improve their typing skill. Also, older students would more easily comprehend and adjust to standardized classroom techniques.

A final note: Whittier Junior High School is in the poorer section of Sioux Falls. In noting the achievements of our ninth-graders, it is well to consider what might be accomplished by their counterparts in more prosperous areas where achievement would undoubtedly be enhanced by parental encouragement and, in some cases, the availability of typewriters at home to supplement classroom activities.



HELEN H. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

Public Relations Ideas for Business Education Teachers—that's the title of a 32-page bulletin published by the Michigan Superintendent of Public Instruction.* It is full of practical suggestions for giving ailing public relations a reviving shot in the arm. These ideas have worked for some business teacher or other in his particular situation. They might serve as a springboard for ideas that would work for any one of us as well, if we worked at making them work.

As John Brickner of our state department of education said not long ago, "If every business teacher would just pick out any three of the many ideas or practices suggested and really work at effecting them, we could soon have anything in the world for business education that we want or need, I am convinced." I have a feeling he is right.

The ideas are classified according to the various "publics" involved—public relations ideas to be used with students, with parents of students, with school administrators, with school faculty, with local business organizations, with individual business employers, with the general public. Can you sort out among your own publics the ones that are the most neglected in your business education department's efforts to build good public relations?

Ideas to be used with individual employers. Here are three: (1) Obtain the support of employers in organizing and conducting adult education programs; (2) Give recognition to individual business leaders and professional groups for outstanding service in behalf of business education; (3) Encourage business organizations to provide scholarships and merit awards for high school students. "Well, I could do the first two," you say, "but that third one is a dilly. My individual employers would rise up and shout, 'Aha! So you were after money all the time.'" I'll bet they wouldn't. But, if you don't like that third suggestion, then how about substituting this: Assist employers in obtaining temporary part-time student help. (Now who is helping whom?) Or this? Call attention of employers to new educational films that will be helpful in their in-service training programs. Or this? Involve business leaders in helping with problems related to improving facilities, equipment, and curriculum in business education.

"But I'm not really concerned with the individual businessmen," you say. "We get along fine. Our co-operation is splendid. What I need is . . ."

Ideas to be used with the general public. Here are three specific ones: (1) Inaugurate business education activities as a part of state-wide projects, such as Michigan Week; (2) Publicize the activities of some of the graduates of your business education programs; (3) Prepare feature articles and programs about business education for use in local newspapers, radio, and television.

Mix and match your own ideas if you don't like any of the suggestions given, or if neither of these publics happens to be your most neglected area of public relations. The point is *get started*. Never has the need for good public relations for business education been more imperative than now. What do you suppose would happen if, as John Brickner suggested, each of us really worked at three ideas for improving public relations for business education? What three are you going to make your responsibility? How soon are you going to start putting them into effect?

* Single copies available without charge as long as supply lasts from: John Brickner, Consultant, Business Education Services, Department of Public Instruction, Box 928, Lansing, Mich.



PUBLIC RELATIONS

(Continued from page 39)

Some press releases are prepared without difficulty; others call for research and discernment. Some relate to individual students; others refer to specific departments; still others to the school as a whole. All, however, provide opportunities for dealing with others and for publicizing their efforts. All these contacts are most certainly rewarding in their public-relations value for the department.

As consultant to the administration, the business-department head has occasion to put into practice principles of sound business administration. Various situations arise in which the department head's counsel is solicited. At one time, it may be the need for devising a set of instructions for the student staff operating the school's switchboard; at another, it may be the study of the over-all system for the control of textbooks purchased out of budgetary funds and the submission of recommendations for its improvement; at still other times, it may be the appraisal of the general office's mimeographing services or the breaking in of a staff of student secretaries in the attendance office.

All these requests reflect the school administration's faith and confidence in the head of the business department. They call for continuing responsible action and are productive of sound public relations.

Various other avenues for maintaining such relations are open to the enterprising department head. For example, he might recommend staff members for assignment to the guidance office or to the program committee—and thus reward worthy people, benefit the school, and have the department represented at important policy-making and policy-interpreting meetings. He might introduce modified courses for the slow learner or accelerated courses for the rapid learner.

For all such efforts, there is but one prescription—a genuine interest in the well-being of the school. When this interest is present and initiative is exercised by a business-department head who has an understanding of the needs and problems of the other departments, the benefits of sound public relations will accrue to the business department.

Many teachers have experienced a sharp improvement in a student's typing by allowing him to use the electric typewriter. When keys are hit off center, when too much hand motion is used, and when there is trouble with weak fingers, let the student try the electric typewriter for several weeks. Finger action at the center of the key button is more easily acquired on the electric because there is less key dip. The lower slope of the keyboard makes it feel more compact and restricts the tendency to use hand motion.

When the student first goes to the electric, suggest that he type more slowly than his normal speed. The speed can be paced by dictation of two-, three-, and four-letter words. Gradually step up the timed drills from thirty seconds to five minutes. In the first three lessons give easy material and avoid grading.

To encourage initiating the key stroke from the knuckle, use repetitive drills such as *juuuuj frrrrf*, etc. Place a penny on each wrist just below the base of the hand. With pennies in position if a student can type a sentence like *A big lazy quack, highly vexed, just came forward to paint*, he has mastered finger action.

Every finger in electric typewriting has equal power and copy is evenly stroked. When the student feels he can control keys as easily with the little fingers as with the first fingers, and when he sees perfect impression on his copy, he is encouraged and motivated. Tension is reduced and he responds with the attitude, "I think I'll catch on to this." This positive attitude is necessary for speedy and accurate typing.

Spacing errors generally are caused by improper handling of the space bar. Hands move when they should remain stationary, fingers drop against keys, the thumb moves outward instead of down and in toward the palm. Because these faulty habits result in unwanted strokes on the copy, students learn to hold the fingers of the right hand motionless when operating the space bar of the electric typewriter. To aid the student in automatizing this habit, use any sentence with short words in it, such as *It is our wish to have our men like their work*. Dictate the sentence with long pauses after each word. Urge the class to listen to their space bar stroke. With only two ounces of pressure required on the space bar, the thumb will automatically cure itself of clinging or resting too long on the space bar.

Letter errors occur when the direction of the reach is not well automatized. Suppose the student strikes *e* for *w*. Turn the motor off and have him reach for the *w*. "Freeze" the finger at the center of *w*. Check its position as it reaches back and forth from the guide keys. Practicing the reach on a quiet keyboard promotes greater concentration by eliminating the distraction caused by the movement of the type bar.

Slow carriage-return technique can be improved by a month's work on an electric, with the constant sound of its rapidly returning carriage.

Double letters can be troublesome. Urge students to emphasize the second letter rather than the first. This avoids the tendency to graze the key for the second letter.

Skips between words, transposition, and omission errors may be caused by difficulty in reading the copy. Copy may be placed on either side of the electric typewriter. Psychologists tell us that some people find it easier to read copy from the left. Then, too, the light may be better on the left side.

Let your students work on an electric typewriter. It is an effective tool for improving and building typewriting skill because it offers the students both a psychological and a mechanical lift.

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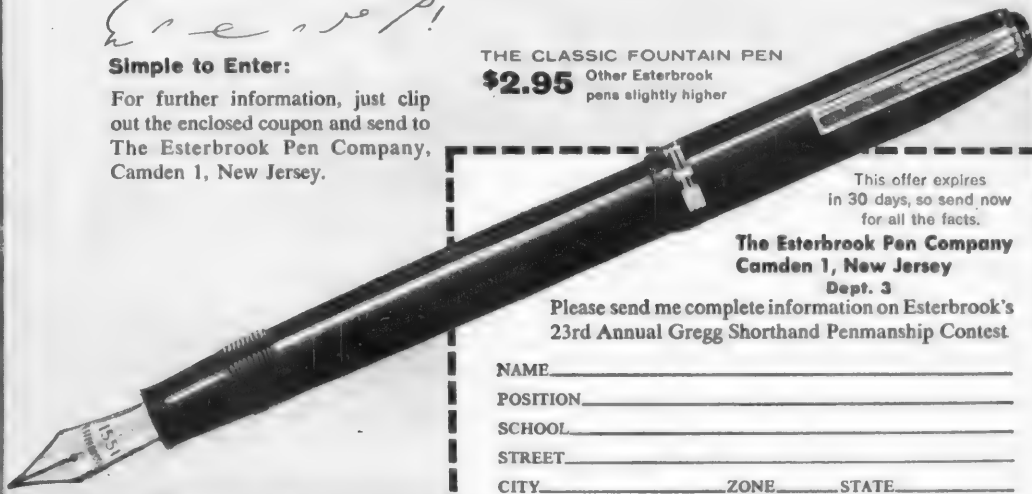
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Would You Have Been

THE SCAPEGOAT?

A LETTER was missing, and Mr. Stout was certain that his secretary had misplaced it. But Carol, equally¹ sure that she hadn't, discovered her boss had actually left it behind at a meeting. Torn between saving² face for herself or her boss, Carol finally slipped the recovered letter between file drawers and took the³ blame. Was she smart to be the scapegoat?

Cleveland, Ohio . . . If I had been in Carol's position, I would have taken⁴ the paper directly to Mr. Stout—and explained what had happened to it. His relief at recovering⁵ the lost letter would have soothed his wounded pride, but he would also have known that he had been at fault. I believe most⁶ employers appreciate workers who are not afraid to speak up when they are right.

Madison, Wisconsin . . . Carol⁷ did the right thing by taking the blame. A boss has many things on his mind and is entitled to an occasional⁸ blow-up when something goes wrong. Carol realized this. She could have shown up her boss and hurt his pride, but she⁹ had the courage to accept the censure. Also, it is hard to find a job you like . . . Carol's action helped her keep¹⁰ this one.

Brooklyn, New York . . . Carol was in a predicament, but her solution was a poor one. "Fixing things up"¹¹ for the boss can be a hindrance rather than a help. For what happens the next time a similar situation¹² arises, and the next? No boss likes to be criticized, but the "Mr. Stouts" must face up to their errors—just as¹³ we secretaries do. Nobody is perfect, and there is no reason for anyone to think he is.

Flint,¹⁴ Michigan . . . I agree with

Carol's handling of the situation. She showed true interest in her boss by placing¹⁵ his prestige and self-esteem above revenge. It takes a real person to do this.

Mt. Morris, Michigan . . . Carol¹⁶ did not do the right thing by accepting the blame for her boss' mistake. Mr. Stout may have said "no harm done,"¹⁷ but he'll doubt Carol's efficiency if she is continually covering up for his forgetfulness. This¹⁸ will not help her recommendation if she decides to apply for another job. Carol made her boss happy,¹⁹ but not herself.

Dryden, New York . . . Had I found myself in Carol's position, I, too, would have kept quiet about²⁰ Mr. Stout's error. After all, everyone makes mistakes during a lifetime. When it's the boss who's at fault, his²¹ secretary should cover up for him.

Flint, Michigan . . . Why hide the truth? Even if Carol didn't tell Mr.²² Stout that he left the letter at a planning-commission meeting, someone from that office probably will. Then, will²³ it not be hard for him to trust her—even though she lied to protect him? Only complete honesty can lead to²⁴ a satisfactory boss-secretary relationship.

Madison, Wisconsin . . . Carol had no other choice,²⁵ as she was relatively new in Mr. Stout's office. Perhaps if they had been working together for a number²⁶ of years, Carol could have told Mr. Stout and both would have laughed about it. But . . . it was not yet time for jokes.

Flint,²⁷ Michigan . . . Excitement never gains anything. Instead of the barrage of accusations and denials, Carol²⁸ and Mr. Stout should have

sat down and mentally traced the letter. Then, he probably would have remembered its²⁹ whereabouts, saving both of them some of the embarrassment. (591)

OGA MEMBERSHIP TEST

There is no reason why you should hesitate to aspire to any position, any honor, any goal, for¹ the mind within you is fully able to meet any need. It is no more difficult for you to handle a² great problem than a small one. Mind is just as much present in your little everyday affairs as in those of³ a big business or a great nation. Don't set it doing trifling sums in arithmetic when it might just as well⁴ be solving problems of importance to yourself and the world.

Start something! Use your initiative. Give your mind⁵ something to work upon. The greatest of all success secrets is initiative. It is the one quality⁶ that more than any other has put men in high places. (130)

JUNIOR OGA TEST

Every moment of life is undoubtedly a turning point in one's career. Opportunities are swarming¹ around us all the time, and they are thicker than gnats at sundown. We may not realize it, but we are walking² through a cloud of chances; and if we were always conscious of them they would worry us almost to distraction.

But³ happily our sense of uncertainty is soothed and cushioned by habit so that we may live comfortably and⁴ happily with it. (84)

THE RACE TO LEISURE

ROBERTA G. PAVLU

There is much criticism today of the nervous way in which men rush about. It seems as though people cannot or¹ do not know how to take it easy. They look as if they must be always on the move and as if they are happy² only when rushing from one place to another.

A man will hurry madly to work in the morning and rush back³ home at night. He will get into his car and drive home through heavy traffic, much annoyed at any delay that will⁴ slow him down.

Even on a weekend or on his vacation, a man cannot take it easy. He is proud when he⁵ can drive a long way and reach a point a half hour before he reached it on a previous trip. If he can get there⁶ before a friend who has taken another route, the man is all the more delighted. It appears that speed is his⁷ main care and that he must rush from one place to another as fast as possible.

Doesn't the man really want⁸ to take it easy? Or can it be that he must rush to work only because he took an extra minute or so⁹ talking with his wife and children at the table this morning?

Does the man hurry to his vacation spot because¹⁰ he likes speed, or does he feel that perhaps he can add an extra half hour to his holiday?

A man will just about¹¹ break a leg so that he can catch an early bus home. Is it for the sake of speed alone, or does he hurry¹² home to have another half hour doing what will please him? Perhaps he might want the evening to be with his family—¹³ making plans with his wife or helping his son build model boats—or he might just sit in an easy chair with a¹⁴ good book.

It must be admitted that many men like speed because they do not know what else to do. They rush about¹⁵ and "kill" an hour or even an entire day. Others are so used to a fast speed of life that they cannot quiet¹⁶ down and take it easy. But other men who seem to be in a hurry perhaps are only getting away¹⁷ from the pressure of the day. They enjoy their work but know the pleasure of relaxation. They hurry to a quiet¹⁸ home where they can be with their family and read, talk, plan, share, and think—good reason to be in a hurry. (379)

* Vocabulary limited to Chapters One through Four of the Gregg Shorthand Manual Simplified.

PROBLEM CLINIC

(Continued from page 9)

is satisfactory. Usually, the learner will copy the form of spelling used by the teacher, as the teacher spells the first outline or two in which each new shorthand character occurs.

If you will refer to the *Teacher's Handbook for Gregg Shorthand Manual Simplified*, second edition, you will find tips about spelling the shorthand outlines on pages 57-60.

In closing, I would like to add one tip, something I have discovered only this year. Do be careful that everyone is actively participating. Too many allow themselves to be drawn with the crowd when they spell. If they don't see, think, and say—each one for himself—they are not learning. They join in with the others but they are really passive, thinking of something else and sometimes not even looking. They do not learn, and it is necessary that this be explained to them early. To judge this, off and on have the learners spell and read part of the drill individually as you point at random.

Good luck from your big sister.

SSM

EDITOR'S NOTE: "How to Spell and Pronounce Shorthand Characters," by Madeline S. Strony, appeared in the February 1955 *BEW*. Reprints of this article, including a chart on the spelling and pronunciation of typical combinations, are available free to teachers from the Gregg Publishing Division, McGraw-Hill Book Co., 330 West 42 Street, New York 36, N.Y.

Intermediate Boss-Watching

PART 2

REULINE N. HERMANSON

The Grey Flanneled Exec: As the name implies, this specimen is noted for his protective coloration. He¹ wears one of the "look-alikes" from his grey-flannel wardrobe regardless of season or fashion. His secretary's² greatest fear: the throat-tight tab on his shirt may cause "short circulation."

The Ruby-Throated Flamboyant: This species³ prides itself on unusual, if not garish, plumage. Members are extremists, sporting the dandiest apparel.⁴ The Ruby-Throated Flamboyant favors red neckties, but related species have different trademarks;

for⁵ example: the Chartreuse-Throated Flamboyant, the Polka-Dotted Flamboyant. As do birds of feather, these bosses⁶ flock together.

Status Vacantus: This specimen heard the late bird catches the worm, so he stays up till dawn watching⁷ TV. As a result, he enters the office each day glassy-eyed and dazed. He worsens as the day progresses,⁸ save for periods of coherency during morning and afternoon coffee breaks. He shuffles home at 5⁹ o'clock—in time for the "Early Show."

The Comma Bird persists in dictating punctuation—the wrong punctuation.¹⁰ His secretary has to choose between doing as he says—and being wrong—

or doing as she says—and having¹¹ him complain he's been wronged. Most secretaries, preferring peace to persecution, do as he dictates. Thus, the¹² following:

My dear Mr. Brown;

Have you received my communication? of the 15th? in which I stated¹³, please¹⁴ let me know if your new catalogue is available?"

The Webster Bird shares a nest with the Comma Bird, although¹⁴ he prefers medical and legal cHmes. This boss s-p-e-l-l-s as he dictates. For example: "I am¹⁵ (a-m) not panegyricizing when (w-h-e-n) I say that the foregoing heinous tort . . ." and so on. (320)



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Report

NEWS SPOTLIGHT

The Committee for Economic Development

... has issued a 90-page report called "Paying for Better Public Schools." Four major recommendations were (1) reorganization of "small school districts into effective units of local government"; (2) assumption by the states of a larger share of the financial burden of schools, now borne by local districts; (3) Federal aid amounting to about \$600 million a year to support schools in low-income states; and (4) better organization of citizens on the local, state, and Federal level who appreciate the need for improved education.

The committee noted that a large proportion of the 45,000 school districts in the United States "are much too small to provide good schools at all or to provide any kind of schools effectively." It recommended that the total number of schools systems should be less than 10,000.

The statement supported the use of a foundation program for the distribution of state funds. The essentials of such a program would be the specification of the minimum quality and type of school services available to students throughout the state, determination of the cost of these services, and a method for distributing state funds so that every school district can "provide at least the foundation level of education from these and its own funds."

The Federal aid proposal suggested a formula for granting of such money to the states based on average personal state income per student in daily attendance. The formula ensures that no state would collect Federal aid by permitting its own effort to support schools to drop below its ability to pay. The report also stressed that there must not be "any Federal controls or conditions over education whatsoever associated with the proposed grants."

A summary of the report, "We Can Have Better Schools," is available at 50 cents, and the full report at \$2, from the Committee for Economic Development, 711 Fifth Avenue, New York 22, N.Y.

College costs

... will continue to rise sharply according to a bulletin from Kalb, Voorhis & Co., brokers. The survey of costs at more than 100 colleges showed that it may cost between \$10,000 and \$15,000 by 1970 to send one child through four years of college. A comparison was made between costs one year, ten years, and twenty years ago. The average fees for tuition alone rose from \$321 in 1940 to \$893 in 1960. Average room and board costs are 98 per cent higher than 20 years ago, and 35 per cent higher than in 1950.

PEOPLE

• Philip S. Pepe, who was associated with Remington Rand for eleven years, has rejoined that company after a two-year absence. He is now manager of school and special markets. He is the author of several typing texts and has long been active in business education.

• Alyea M. Brick, founder and director of the Berkeley Schools in East Orange, N.J., New York City, and White Plains, N.Y., died at the age of sixty-four.

• Edward Tutak, School of Education, New York University, has been appointed vice-president of the Foundation for Business Education, Inc.

• Sister Mary Beata who taught at Grace Institute in New York for forty years, died recently at the age of eighty-four. She retired from teaching two years ago.

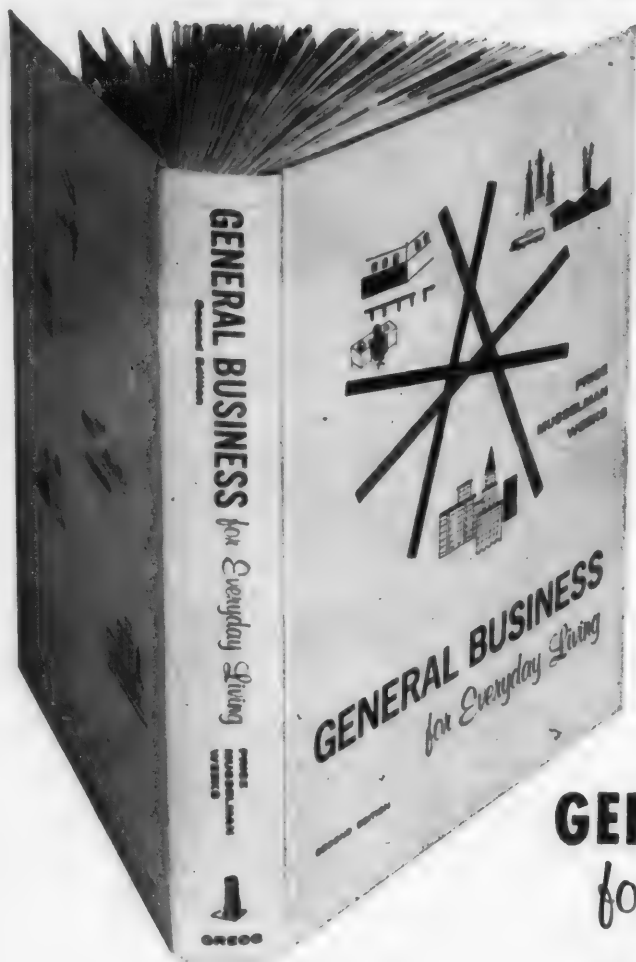
• Raymond R. White, chairman of the department of secretarial science, University of Oklahoma, Norman,



RAYMOND R. WHITE

was recently awarded his Ed.D. degree by the University of California, Los Angeles. The title of his dissertation was "A Study of the Business

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Education Graduates of the University of Oklahoma with Implications for the Improvement of the Curriculum in Business Education and Other Related Subjects." It was written under the supervision of Dr. S. J. Wanous.

Doctor White is past national president of Pi Omega Pi and is active in Delta Pi Epsilon and other organizations.

- Herbert M. Jelley, University of Cincinnati, was awarded the Delta Pi Epsilon Research Award for the outstanding research study completed in 1958.

Doctor Jelley's study was entitled "A Measurement and Interpretation



HERBERT M. JELLEY

of Money Management Understandings of Twelfth-Grade Students." The study was completed under the supervision of Dr. Harold Leith of the University of Cincinnati.

- Leo Niemi, Western Michigan University, Kalamazoo, has been awarded his Ph.D. degree by Ohio State University. His dissertation, written under the guidance of J Marshall Hanna and Charles B. Hicks, was entitled "Electronic Data Processing and Its Implications for the Collegiate Business Curriculum."

Dr. Niemi is active in many professional organizations, including NOMA, NBTA, Michigan BEA, Delta Pi Epsilon, and the American Accounting Association.

GROUPS

- The Southwest Unit of the Catholic Business Education Association held its annual meeting recently and elected the following officers: Bro. William Louis, St. Mary's College, Calif., president; Sr. Mary LaSalette, Bishop Conaty High School, Los Angeles, chairman; Sr. Mary William, Sacred Heart High School, Los An-

geles, co-chairman; Sr. Alberta, St. Vincent High School, San Francisco, secretary; and Sr. Ann Loretto, College of Notre Dame, Belmont, Calif., treasurer.

- Officers of the Northwest Unit of the Catholic Business Education Association for the current year are: Laura Orser, Marylhurst (Ore.) College, president; Sr. Josephine Marie, St. Therese's Academy, Boise, Idaho, vice-president; Sr. Ann Jeanette, Billings (Mont.) Central High School, secretary; and Sr. M. Catherine, St. Mary's Academy, Winlock, Wash., treasurer.

- The Arkansas Business Education Association officers for this year are: Arrawanna Hyde, Paragould High School, president; Juanita Foster, Magnolia High School, vice-president; Shirley Reeves, Lincoln High School, secretary; and Vertie Baxley, North Little Rock High School, treasurer.

- The Southwestern Private Commercial Schools Association has elected Walter Tribby, Draughons School of Business, Tulsa, president; Leslie W. Norton, Norton Business College, Shreveport, La., vice-president; and Hampton Rutherford, Rutherford-Metropolitan School of Business, Dallas, secretary-treasurer.

New officers of the teachers section of the association are: Mrs. Louis Mathis, Bish Mathis Institute, Monroe, La., president; Ethel Bishnow, Central City Commercial College, Waco, Texas, vice-president; and Patsy Gordy, Bish Mathis Institute, Monroe, La., secretary-treasurer.

- The Michigan Business Education Association will hold its convention in Grand Rapids on March 24 to 26. Featured speakers include John L. Rowe, J Marshall Hanna, Peter L. Agnew, and Charles E. Zoube.

SCHOOLS

- New York University has published a "Summer Sessions 1960 Preliminary Announcement." The 56-page booklet includes information on courses, tuition, credits, registration, and housing. It also lists overseas workshop programs to be offered. Copies may be obtained from the Office of the Dean of the Summer Sessions, New York University, Washington Square, New York 3, N.Y.

- Western Michigan University has established a graduate program leading to the master of business adminis-

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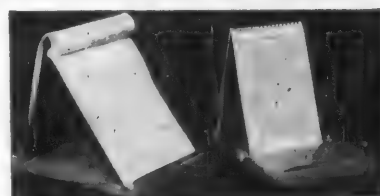
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tration degree. The school has been offering the bachelor of business administration degree for the past eight years. Arnold E. Schneider is dean of the School of Business at the university.

GENERAL

• Nominations are now being accepted for the 1960 John Robert Gregg award. Official nomination blanks may be obtained from the chairman of the administrative committee, Milo O. Kirkpatrick, King's Business College, Charlotte, North Carolina. Other members of the administrative committee are Dorothy L. Travis, Central High School, Grand Forks, N.D.; Doris H. Crank, Illinois State University, Normal; F. Kendrick Bangs, University of Colorado, Boulder; Mary Yokum, Austin (Minn.) High School; and George Anderson, University of Pittsburgh (Pa.).

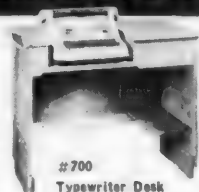
Nominations for the 1960 award will be accepted until July 31, 1960.

The John Robert Gregg award was established in 1953. The recipient is chosen on the basis of outstanding contributions to the advancement of business education. Winner of the 1959 award was Ann Brewington, formerly at the University of Chicago and now on the faculty of the University of Nevada. Other recipients have been Frederick G. Nichols, Paul S. Lomax, D. D. Lessenberry, Elvin S. Eyster, Hamden L. Forkner, and Jessie Graham.

• Viewlex, Inc., manufacturer of filmstrip and slide projectors is sponsoring a contest that offers the teacher who writes the best essay or report on "How Audio-Visual Aids Make Teaching and Learning Easier" a free round trip to Europe for two. Other prizes will also be awarded. The contest deadline is May 15. For complete information, write to the Viewlex Company, Inc., 35-01 Queens Boulevard, Long Island City 1, N.Y.

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BUSINESS EDUCATION WORLD



NBTA OFFICERS elected for 1960 are (seated l to r) Robert Kessel, second vice-president; Eileen Schutte, first vice-president; Enos Perry, president; Willard C. Clark, treasurer; (standing l to r) Otto Madland, executive board—private schools; James T. Blanford, executive board—colleges; Hazel M. Faulkner, executive board—secondary schools; Carl H. Cummings, secretary; and J Marshall Hanna, past president.

*through
the
camera
eye*



ALPHA IOTA Chapter of Delta Pi Epsilon was recently installed at the University of Colorado by Dorothy Veon, the national president. Officers of the new chapter are (l to r) Marian George, historian; Grace Eggebrotten, corresponding secretary; Renae Bygel, recording secretary; Dr. Veon; Thelma Olson, chapter president; Joan B. Fisher, vice-president; and Deane M. Carter, treasurer.



SOUTHERN Business Education Association officers are (l to r) James W. Crews, University of Florida, Gainesville, second vice-president; Reed Davis, West Virginia Tech, Montgomery, first vice-president; Elizabeth O'Dell, University of South Carolina, Columbia, secretary; Hulda Erath, Southwestern Louisiana Institute, Lafayette, president; William Warren, Enka (N.C.) High School; treasurer; and Jeffrey Stewart, Virginia Polytechnic Institute, Blacksburg, regional membership chairman.

New Business Equipment

Filmstrip Previewer

The Viewlex Company is selling a portable 35mm filmstrip previewer with only three working parts: the



on-off switch, the focusing knob, and the film advance knob. The ground glass viewing screen is 7 by 9 inches. As the lid of the viewer is opened, the screen snaps into place. The machine measures 4 by 6 by 12 inches and weighs six pounds. Retail price is \$59.50. For additional information write to Viewlex Co., Inc., 35-01 Queens Boulevard, Long Island City 1, N.Y.

Opaque Projector

The AO Spencer Opaque 1000 Delinescope projector features an optical pointer, locking platen, and loca-



tion of all controls and adjustments on the right side of the machine. It uses a coated projection objective, an all glass reflecting system, and a 1000

watt bulb. Its cooling system eliminates the need for heat absorbing glass, the manufacturer says. It weighs 29 pounds and is available in 18-inch and 22-inch focal length models. For complete information write to American Optical Company, Instrument Division, Buffalo 15, N.Y.

Masterfax

Ditto, Incorporated, has introduced a new machine called the Masterfax. It performs four different functions: (1) It will make spirit duplicating masters; (2) It will make offset masters; (3) It will make facsimile copies; (4) It laminates. Material to be duplicated is typed, writ-



ten, or drawn on a special carbonless sheet. This is then inserted into the machine with a special carbon to make a spirit master. Masters can also be made from printed and other material not prepared on the special paper.

Offset masters are prepared in a similar way. Facsimile copies, the company says, can be made on any weight or grade of paper. In addition the machine laminates papers and documents with a plastic coating.

For further information about the Masterfax, write to Ditto, Inc., 6800 North McCormick Road, Chicago.

Postage Meter

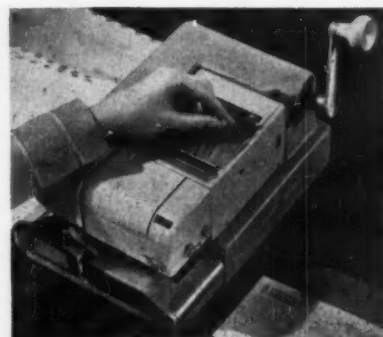
Pitney-Bowes has introduced its first desk-top postage meter machine that seals, stamps, and stacks letters in one operation. The Model 5500 permits printing of postage from one-half cent to \$1.09½ either directly on letters or on a gummed tape for parcel post. These features were for-

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merly found only on the company's larger models.

The machine has an internally-fed adjustable inker, a visible water level indicator for the sealing mechanism, and a two-inch postmark advertisement space. For full details write to Pitney-Bowes, Inc., Stamford, Conn.



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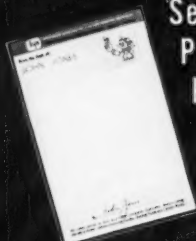
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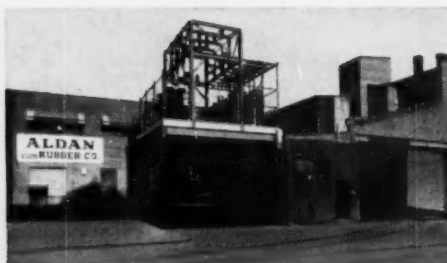
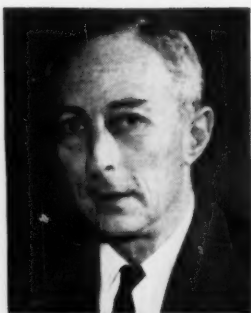
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